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ABSTRACT

The guide is composed of 20 chapters representing contributions from Austria, Belgium, Cyprus, Denmark, Federal Republic of Germany, Finland, France, Greece, Iceland, Ireland, Italy, Luxembourg, Malta, Netherlands, Norway, Spain, Sweden, Switzerland, Turkey, and the United Kingdom. Each chapter consists of a short description of the national school system from preschool to higher education and a simplified, detailed diagram supplemented by an explanatory and alphabetical list of terms. The terms used are provided in the national language of the country concerned, in French, and in English. The descriptive outlines also include the general principles of education, administration, technical and vocational education, teacher training, and other forms of formal education. A general classification chart is used in order to achieve a uniform presentation of the different school systems and to facilitate their comparability. (Author)

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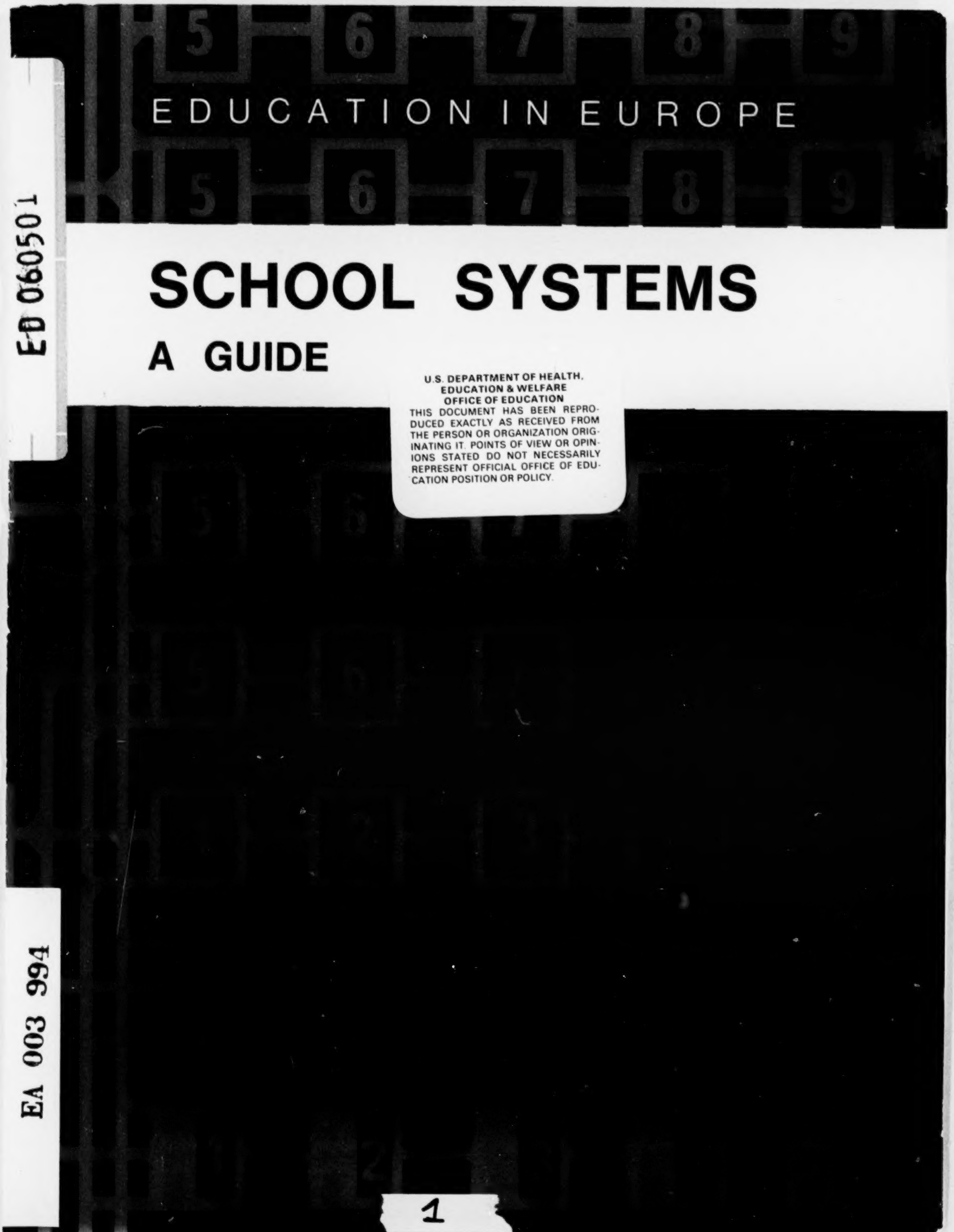

EDUCATION IN EUROPE

SCHOOL SYSTEMS

A GUIDE

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The Council of Europe was established by ten nations on 5 May 1949, since when its membership has progressively increased to eighteen. Its aim is "to achieve a greater unity between its Members for the purpose of safeguarding and realising the ideals and principles which are their common heritage and facilitating their economic and social progress". This aim is pursued by discussion of questions of common concern and by agreements and common action in economic, social, cultural, scientific, legal and administrative matters.

The **Council for Cultural Co-operation** was set up by the Committee of Ministers of the Council of Europe on 1 January 1962 to draw up proposals for the cultural policy of the Council of Europe, to co-ordinate and give effect to the overall cultural programme of the organisation and to allocate the resources of the Cultural Fund. It is assisted by three permanent committees of senior officials: for higher education and research, for general and technical education, and for out-of-school education and cultural development. All the member governments of the Council of Europe, together with Finland, Spain and the Holy See which have acceded to the European Cultural Convention, are represented on these bodies [1].

In educational matters, the aim of the Council for Cultural Co-operation is to help to create conditions in which the right educational opportunities are available to young Europeans whatever their background or level of academic accomplishment, and to facilitate their adjustment to changing political and social conditions. This entails in particular a greater rationalisation of the complex educational process. Attention is paid to all influences bearing on the acquisition of knowledge, from home television to advanced research; from the organisation of youth centres to the improvement of teacher training. The European States will thereby be able to benefit from the experience of their neighbours in the planning and reform of structures, curricula and methods in all branches of education.

The present series of publications, in English and French, records the results of expert studies and intergovernmental investigation conducted within the framework of the programme of the Council for Cultural Co-operation. The series is divided into four sections:

I. Higher Education and Research (education at university level).

II. General and Technical Education (primary, secondary—including technical, commercial and vocational—education).

III. Out-of-school Education (youth activities; adult education; physical education, sport and outdoor pursuits).

IV. General (subjects other than those included in three sections mentioned above, e.g. modern language teaching, film and television etc.).

The opinions expressed in these studies are not to be regarded as reflecting the policy of individual Governments or of the Committee of Ministers of the Council of Europe.

General Editor: Director of Education and of Cultural and Scientific Affairs
Council of Europe
Strasbourg.

Applications for reproduction and translation should be addressed to the Director.

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[1] For complete list, see back of cover.

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Guide des systèmes scolaires

The diagrams were prepared by
Mr. H. Traimer (Kahlenberg-Graphik, Vienna)

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OF THE
COUNCIL OF EUROPE

EDUCATION IN EUROPE

Section II — General and Technical Education

SCHOOL SYSTEMS
A GUIDE

Revised edition

STRASBOURG
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PREFACE

The development of intergovernmental co-operation has been one of the most striking features of international relations during the past 25 years. Today, there is scarcely a sector of activity which is not the subject of peaceful co-operation.

Education lends itself admirably to a fruitful exchange of ideas and techniques, for no country, not even the largest one, has the monopoly of social progress and innovation. All can learn from the success and the mistakes of their neighbours. At a time when education is everywhere the subject of controversy and reappraisal, it is particularly important to learn how other countries are dealing with their problems and to see whether their experience is relevant to one's own preoccupations.

The first edition of the Guide was published in 1965 with the aim of providing a clear and authoritative survey of the school systems in the member countries of the Council of Europe's Council for Cultural Co-operation. The favourable reception which was given to the publication showed that educational circles inside and outside Europe had long felt the need for such a handbook and it is a happy coincidence that the second edition should be published during International Education Year. The new edition has been revised to take account of recent changes in the school systems of several countries.

This edition of the Guide owes much to the pioneering work of *Ministerialrat* Dr. Hans Nowotny (Austria), who not only contributed much of the basic material for the elaboration of the first edition but also acted as its co-ordinating editor. The gratitude of the Council of Europe is also due to Mr. J.G.M. Allcock, former British Staff Inspector, who is responsible for editing the present revised version of the Guide, and to Miss S. Audebert of the French National Pedagogical Institute, for their painstaking work on the English and French versions of the publication.

Niels BORCH-JACOBSEN
Director of Education and of
Cultural and Scientific Affairs

EXPLANATORY INTRODUCTION

The guide to school systems in Europe consists, for each member country of the Council for Cultural Co-operation of the Council of Europe, of a short description, with a simplified and a detailed diagram, supplemented by an explanatory list of terms.

In order to achieve a uniform presentation of the structural diversity of the different school systems and to facilitate their comparability, it was necessary to agree on a general classification chart and on formulae by which the various types of schools could be identified.

This classification chart is based on the chart of educational stages for classification of vertical and horizontal relationships in educational systems as suggested by Franz Hilker[1] (Federal Republic of Germany). The stages are illustrated by typical examples of schools belonging to them. As there is no uniform entrance age for any stage, the ages are also given as an indication.

Classification chart of school systems

Entrance age	Stages	Examples of schools or studies
25	VI	Post-graduate study
21-22	V	Higher stage of university study Specialised professional schools
18-19	IV	Lower stage of university study Advanced technical schools Teacher training colleges
14-15-16	III	Upper section of grammar schools (*Gymnasia, Lycées*) Full-time and part-time vocational schools Teacher training schools
10-11-12	II	Lower section of grammar schools (*Gymnasia, Lycées*) " Middle schools " Upper section of primary schools
5-6-7	I	Primary schools
		Pre-primary education Kindergarten etc.

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[1] Dr. Hilker's chart was first submitted at the expert meeting convened by the UNESCO Institute for Education in Hamburg, March 1963 (see report published in *International Studies in Education ;* relevant data in comparative education, page 57).

No. 1 of *Paedagogica Europaea,* 1965, page 46a. The chart used in this publication was adopted by the Committee for General and Technical Education at its 3rd Session in March 1964.

Formulae to identify school types

In order to present each school type in such a way that it can be accurately explained and easily identified, regardless of the school system to which it belongs, brief formulae are being used. These were devised by Hans Nowotny (Austria) who combined Franz Hilker's classification system with the Thomas/Majault classification system[1], which distinguishes between shorter and longer education, on the one hand, and general and technical or vocational education, on the other.

Consequently, schools that are mainly "general" in purpose are represented by the letter g (G) and schools that are mainly "vocational" in purpose by the letter v (V). Teacher training institutions are represented by the letter t (T).

In order to differentiate between schools leading directly to institutions of higher education and schools with a limited course of studies and not leading to institutions of higher learning, the former schools (leading to higher studies) are indicated by capital letters (G V T) while those with a limited course of studies are described by small letters (g v t).

To identify the schools which cover more than one type (comprehensive schools) the symbols gG and vV are put in square brackets. Thus, the abbreviation [g v] indicates a type of school the curriculum of which may include sections of purely vocational training besides sections of general education. If it leads to higher education, it would be abbreviated to (GV). In both cases the first of the two letters refer to the type of course followed by at least 60 % of the pupils in the school.

By adding to these symbols the corresponding Roman numerals indicating the stages from the classification chart, each school type can be identified fairly accurately.

Since the classification chart is flexible, leaving open the number of years belonging to each particular stage, it is necessary, for the precise identification of the type of school, to add the number of school years in Arabic numerals. Thus the formula g II 4 indicates a general school with a limited course of studies belonging to the second stage and comprising four school years.

In the case of schools which do not normally lead to higher education but enable gifted pupils to transfer to schools leading to higher studies, the symbol corresponding to the latter is to be added in brackets after the symbol which indicates the school with a limited course of studies, for instance g (G) II 4.

Part-time schools are indicated by the letters : pt.

Since the schools in stage I provide education for all pupils regardless of whether or not they will proceed to higher education, it is not necessary to use the symbols g or G. The formula for these schools therefore consists only of the symbol I, followed by the number of years of this school.

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[1] Education in Europe, Section II, Jean Thomas and Joseph Majault, *Primary and Secondary Education, Modern Trends and Common Problems,* 1963, page 32.

To summarise, the following symbols are used for the composition of the formulae :

g or G = general education
v or V = technical and vocational education
t or T = teacher training
pt = part-time schools

The Roman numerals, I, II, III etc. refer to the stage of the educational process (see classification chart).

The Arabic numerals, 1, 2, 3, 4 etc. refer to the number of school years of which the relevant stage is composed.

Description of school systems

The descriptive outlines of the national school systems have been restricted to a minimum of information and are adapted to a uniform pattern, according to the general directions, which asked that they should be drafted according to the following chapter headings :

1. General principles of education ;
2. Administration (central, federal, regional, local) ;
3. Pre-primary education ;
4. Primary and secondary education (general, technical and vocational, stages I - III) ;
5. Technical and vocational education (stage IV) ;
6. Teacher training ;
7. Other forms of formal education (adult and youth education).

As each term in the glossary is followed by a reference number corresponding to the explanation of the same term in the descriptive chapter, each paragraph or section of this chapter is given a corresponding number. The principle of numbering follows a modified decimal classification system.

Wherever the term "pre-school education" appears in the English text, its meaning should be construed as education provided before the period of compulsory education (in analogy with the French term *préscolaire*), either in schools or in other establishments.

The terms used are in the national language of the country concerned, with an explanation in one of the official languages (English or French).

The date in brackets at the end of each descriptive chapter indicates the year in which the contribution was received.

Diagrams

The main purpose of the diagrams is to allow comparison between the various educational systems. Consequently, they all follow the same principles. Each school system is represented by two diagrams : a simplified vertical one and a detailed horizontal one.

1. Simplified vertical diagram :

This diagram illustrates the general structure and the main stages of the educational system ; it gives an indication of the age range and the duration of compulsory schooling.

2. Detailed horizontal diagram :

This diagram shows as many types of schools and educational institutions as possible ; it indicates the age range, compulsory schooling, possibilities of transfer and of examinations.

It does not show special schools and institutes for adult education, nor does it distinguish between public and private schools.

Symbols

Each school year is represented by a square with the number corresponding to the class inserted, e.g. the fourth year of primary school is indicated as follows -□- ; a diagonal across the square -⧄⧄- indicates part-time classes, a square half-filled in -◧◧ is used to mark a class or course providing workshop practice in a craft.

A circle **O** denotes an ordinary examination terminating a stage of education without providing access to a higher stage. A triangle pointing to the left ◁ indicates a qualifying examination terminating a stage of education and providing general access to higher education, whereas a triangle pointing to the right ▷ indicates a qualifying examination providing access only to specialised types of higher education.

Wherever other types of examination and any further characteristics of a particular school system are to be represented by additional symbols, they are explained separately for the relevant country. In the case of Austria, for example, the existence of a single class only in any one "year", e.g. the so-called "Polytechnical year" is indicated by adding the symbol ° to the appropriate part of the diagrams.

Special combinations also apply in the case of the diagrams from Switzerland, which had to take into account its highly differentiated federal structure and therefore chose five cantons to represent the main types of schools to be found in the 25 cantons and half cantons with an autonomous educational system.

All the terms concerning the various types of schools figure in the national language in the diagrams.

Explanatory list of terms

In order to ensure a better understanding of the terms used in the guide, a systematic list of terms has been drawn up in the national language as well as in the two official languages of the Council of Europe, English and French. It gives either the equivalent term or an explanation.

This list of the different stages in schooling and of the various types of educational structure is based on the terms found in the description and in the diagrams.

Each term is followed by a reference to its place in the description and its formula.

The alphabetical list includes the terms to be found in the diagrams so that the reader can locate them in the explanatory list.

Statistics

The chapter on statistics contained in the first (1965) edition has on this occasion been omitted. It was felt that the limited information given was only of partial relevance to the main purpose of this publication and could be better obtained and in more up-to-date form in other publications.

AUSTRIA

Description of school system

1 GENERAL PRINCIPLES OF EDUCATION

1.1 It is the task of the Austrian school to contribute to the development of the talents and potential abilities of the young in accordance with ethical, religious and social values and the appreciation of that which is true, good and beautiful, by giving them an education corresponding to their respective stages of development and to their respective courses of study. It is also designed to give young people the knowledge and the skills required for their future lives and occupations and to train them to acquire knowledge on their own initiative. The young people are trained to become healthy, capable, conscientious and responsible members of society and citizens of the democratic and federal Republic of Austria. They are encouraged to develop an independent judgment and social understanding, to be open-minded to the philosophy and political thinking of others, they are enabled to participate in the economic and cultural life of Austria, of Europe and of the world and to make their contribution, in love of freedom and peace, to the common tasks of mankind.

1.2 The Austrian school system shows structural unity. Its schools are classified according to levels of age and maturity and the various degrees of ability as well as the future requirements and occupations of the pupils. All suitably able pupils have the opportunity to acquire a higher education and to transfer from one category of school to another. This structural unity of the Austrian school system is especially reflected in the universal accessibility of all schools, in the common task of the Austrian schools, and in the legally established possibilities of transfer, e.g. transfer possibilities from the upper primary school to the general secondary schools leading to higher education.

1.3 Entry into every school is common to all, without discrimination as to birth, sex, race, social background, class, language or religion, with the proviso that schools and classes may be set up which are designed only for boys or only for girls.

1.4 Attendance at all public schools (including all secondary general and vocational schools) is free of charge. School fees are charged in private schools, which are in general financed by those who run them according to the Private Schools Act 1962 (mostly churches or religious communities recognised by the State). In the denominational schools, 60 out of every 100 teaching posts are filled at public expense, in accordance with the treaty of 1962 between the Holy See and the Republic of Austria.

2 ADMINISTRATION

The administration, organisation and general inspection of the whole educational system comes under the competence of the following authorities :

2.1 the Austrian Federal Ministry of Education, which represents the supreme educational authority at the national level ;

2.2 the provincial boards of education (*Landesschulräte*) which exist in each of the nine federal provinces and are to a certain extent subordinated to the Federal Ministry of Education ;

2.3 the district school boards (*Bezirksschulräte*), which function at regional and local level (school districts) and are subordinated to the respective provincial boards of education ;

2.4 the distribution of authority on educational matters between federal and provincial administrations is established by constitutional law. According to it the legislative and the executive functions concerning the establishment, maintenance and closing of public non-compulsory schools is the responsibility of the federal government, and that of public compulsory schools of the provincial administrations. The financing of the compulsory schools is a responsibility of the provincial or local authorities, except for teachers' salaries which are predominantly a responsibility of the federal authorities.

3 PRE-PRIMARY EDUCATION

3.1 Pre-primary education in Austria normally takes the form of *kindergartens*, whose aim is to extend the education given by the family and, especially, to foster a community feeling among the children. There are both whole-day and half-day institutions. They are non-compulsory and their establishment and maintenance is at the charge of local authorities. Small fees are charged except in cases of social need. There are also private *kindergartens* mostly run by religious communities.

3.2 Beside *kindergartens* for normal children there are also establishments for handicapped children with different kinds of deficiencies. Special mention should be made of the treatment of children with slight speech defects which is done in normal *kindergartens* with the help of special advisers.

3.3 In some major cities there exist establishments for children who have reached compulsory school age but who are not yet mature enough to enter the first grade of a primary school (*Übergangsgruppen*—transition groups). The aim of such establishments is to foster the general development of these normal, but somewhat retarded, children.

3.4 In rural areas temporary *kindergarten* facilities are available during the harvest season. There are also *kindergartens* attached to, and run by, bigger factories and other enterprises.

3.5 The training of *kindergarten* teachers is the responsibility of the federal government (cf. 6.13).

4 PRIMARY AND SECONDARY EDUCATION (general, technical and vocational - Stages I - III)

4.1 The present situation of the Austrian educational system is determined by the :
— Federal Constitution Act of 1929 ;
— Federal Constitution Act of July 1962 ;
— School Organisation Act 1962 (adopted by the National Assembly in 1962, as modified by the First Supplement to the School Organisation Act of 1965 and the Second Supplement to the same Act of 1966).
The main results of these basic Acts have been the following :

4.11 the extension of general compulsory education from 8 to 9 school years, the upper limit for compulsory school attendance now being the age of 15 years instead of 14 ;

4.12 the reorganisation of general and vocational education, especially at secondary level, where the former 8-year study course at secondary general schools leading to higher education has been extended to 9 years ;

4.13 a reform of primary teacher training, which is provided at college level (T IV 2) instead of as formerly at secondary level ;

4.14 the limitation of the number of pupils per class (the number of pupils in any one class shall generally be 30 and must not exceed 36) ;

4.15 the introduction of the compulsory attendance provisions of an upper primary school g(G) II 4 as stipulated in the School Attendance Act of 1962, according to which all pupils of respective age and ability are legally obliged to take their last four primary grades in an upper primary school if such an establishment exists in their area ;

4.16 the creation or reorganisation of special categories of general secondary schools leading to higher education :

4.161 the establishment of the *Musisch-pädagogisches Realgymnasium* G III 5 (a grammar school mainly for future teachers) which follows on from the 8th grade ; entry to this school depends on proof of satisfactory completion of the 8th grade ; it constitutes an independent 5-year upper division (9th to 13th grades) (see 4.324) ;

4.162 the reorganisation of the *Aufbaugymnasium* and of the *Aufbaurealgymnasium* G III 1 + 5 (rural arts grammar school and rural science grammar school) which now comprises a 1-year transitional grade and a 5-year upper division (see 4.325) ;

4.163 the organisation of the *Gymnasium für Berufstätige* and the *Realgymnasium für Berufstätige* (arts grammar school and science grammar school for employed persons) which now comprise ten courses of half a year's duration each, intended for adults who want to make up for the studies they missed during their youth (see 4.326) ;

4.17 the extension of religious instruction as a compulsory subject to further types of schools. Before 1962 religious instruction was compulsory in all primary, upper primary and secondary general schools and some compulsory vocational intermediate and secondary technical schools ; religious instruction is now compulsory in all intermediate and secondary technical and vocational schools and is offered as an optional subject in those compulsory vocational schools where religious instruction was not compulsory.

4.18 The right to attend a university after the successful passing of the grammar school leaving examination (*Reifeprüfung*) has been newly established by the ordinance regarding university admission (*Hochschulberechtigungsverordnung*) of February 1968. According to this ordinance, all leavers from secondary schools leading to higher education may attend any intended course of studies at any university either immediately after the passing of the leaving examination (i.e. without additional examinations) or after the passing of certain additional examinations.

4.2 The structure of the Austrian educational system is shown in Chart I.

4.3 Schools of general education

There are two main categories of schools of general education :

(i) *Allgemeinbildende Pflichtschulen* — general compulsory schools, intended for pupils of compulsory school age ;

(ii) *Allgemeinbildende Höhere Schulen* — secondary general schools leading to higher education.

4.31 *Allgemeinbildende Pflichtschulen* — general compulsory schools :

— primary schools (*Volksschulen*) — I 4 + g II 4 ;
— upper primary schools (*Hauptschulen*) — g(G) II 4 ;
— special schools (*Sonderschulen*) — I 8 ; and the
— polytechnic course (*Polytechnischer Lehrgang*) G II 5° are the basis of the whole Austrian educational system.

4.311 *Volksschule* (primary school) I 4 + g II 4

Entry is at the age of 6. During the first four years the primary school provides an elementary education common to all pupils, and from the 5th to the 8th year (upper division) a more extensive and differentiated education.

The so-called *Ausbauvolksschule*, a more developed form of the upper division of primary schools, seeks to give an education specially adapted to local conditions. *Volksschulen* are organised either as four-class primary schools (lower division) or as schools with one to eight classes (lower and upper division), especially in rural areas. After satisfactory completion of the lower division, gifted pupils may — in some cases must — transfer to the upper primary school g (G) II 4 (*Hauptschulpflicht*, compulsory attendance at upper primary schools, see 4.15) or to the lower division of secondary general schools leading to higher education.

4.312 *Sonderschule* (special school for physically or mentally handicapped children) I 8

The duration of schooling is eight years, similar to that of the primary school, plus the "polytechnic course" (see below).

4.313 *Hauptschule* (upper primary school) g (G) II 4

The course given in the lower division of the primary school leads to the *Hauptschule* which provides a more developed general education leading to the 1-year polytechnic course and also permitting transfer to intermediate and secondary technical and vocational schools ; it also gives gifted pupils an opportunity for transfer to secondary general schools (leading to higher education). For this reason it comprises in most cases two streams : the first stream is intended for the selection of gifted pupils.

4.314 *Polytechnischer Lehrgang* (polytechnic course, newly introduced by the 1962 Education Act) g II 5°

This is compulsory for all pupils who neither attend an intermediate nor a secondary school, nor remain in a primary, upper primary or special school during the 9th year of general compulsory schooling. It serves to consolidate the children's fundamental general education as well as to prepare them for everyday life and practical occupations ; in the case of girls, the polytechnic course will further their proficiency in housecraft. Pupils who have not yet chosen a specific vocation are helped in the making of this choice. After completion of the polytechnic course, pupils may take up paid employment ; but as long as they are apprentices, they are liable to attend a part-time vocational school (see 5.11).

4.32 *Allgemeinbildende Höhere Schulen* (secondary general schools leading to higher education) G II 4 + G III 5 or G III 5

In general, pupils may enter these schools (at the age of 10) after having completed the fourth primary school class and after having taken an entrance examination. Most of these schools comprise a lower division — G II 4 (4 years) and an upper division — G III 5 (5 years). In some types of schools, however, there is only an upper division (see 4.324, 4.325 and 4.326).

It is the chief aim of all secondary general schools to give a comprehensive and thorough education to the pupils, and to prepare them for university entrance ; studies in secondary general schools end with the *Reifeprüfung* (school-leaving examination giving access to higher education).

The following subjects are common to all secondary general schools : religious instruction, German, history and social studies, geography and economics, mathematics, biology, physics, chemistry, introduction to philosophy (in the upper division), i.e. psychology and theory of education, music, art, handicraft and workshop practice, physical training.

The following categories of secondary general schools can be distinguished :

4.321 *Gymnasium* with obligatory study of a modern language from the first year and of Latin from the third year (at the age of 13).

From the fifth class onwards, this type of school is divided into the following three upper divisions, each lasting five years :

4.3211 *Humanistisches Gymnasium* with continued obligatory study of Latin and the modern language, as well as Greek (fifth to ninth years).

4.3212 *Neusprachliches Gymnasium*, with obligatory study of Latin (from the third year) and two modern languages (the first language from the first year and the second from the fifth to the ninth year).

4.3213 *Realistisches Gymnasium*, with plane and solid geometry, Latin and one modern language as compulsory subjects.

4.322 *Realgymnasium*, with obligatory study of a modern language (first to ninth year), geometrical drawing (in the lower division) and Latin or a second modern language in the upper division. From the fifth year on it splits up into the following two upper divisions :

4.3221 *Naturwissenschaftliches Realgymnasium* with compulsory Latin and a choice between plane and solid geometry and supplementary instruction in natural sciences including biological and associated studies.

4.3222 *Mathematisches Realgymnasium* with a second modern language and plane and solid geometry, but no Latin.

4.3223 *Wirtschaftskundliches Realgymnasium für Mädchen* — a secondary general school specially intended for girls, stressing domestic science (including dietetics, introduction to the principles of education, as well as *kindergarten* practice), with obligatory study of a modern language from the first year, a choice between a second modern language and Latin in the upper division and subjects of special concern to women.

4.324 *Musisch-Pädagogisches Realgymnasium* — G III 5 — a school which differs from the other types of secondary schools in that it aims primarily at preparing students for attendance at the *Pädagogische Akademie* (see 6.15), a teacher training institute at college level, as well as for social service occupations. There is no lower division. Compulsory subjects include Latin, one modern language, instrumental music.

4.325 *Aufbaugymnasium und Aufbaurealgymnasium* — G III 1 + 5 — are primarily intended for pupils who, upon satisfactory completion of the upper division of the primary school, want to attain the educational standard of the upper division of the secondary school : these schools are mostly to be found in rural areas. They comprise a 1-year preparatory class and a 5-year upper division.

4.326 *Gymnasium and Realgymnasium für Berufstätige*, a part-time school for persons aged 18 and over who have completed vocational training or have entered occupational life. It offers the same educational standards as the other general secondary schools by means of special study courses in evening classes. Duration of course : five years.

4.327 *Höhere Internatsschulen* are secondary general schools equipped with boarding facilities, where academic education, character training and community experience are combined. Duration of course : nine years.

5 TECHNICAL AND VOCATIONAL EDUCATION (Stage IV)

5.1 This is subdivided into three main categories :

(i) *Berufsbildende Pflichtschulen* — compulsory vocational schools for apprentices — v III 3 — 4 pt ;

(ii) *Berufsbildende Mittlere Schulen* — intermediate vocational schools — v III 3 — 4 ;

(iii) *Berufsbildende Höhere Schulen* — technical and vocational secondary schools, giving access to higher education — V III 5.

5.11 *Berufsbildende Pflichtschulen* (compulsory vocational schools) v III 3 — 4 pt.

5.111 *Gewerbliche und kaufmännische Berufsschulen* (part-time compulsory vocational schools) (corresponding, in some respects, to what are called "day release schools") providing a certain number of hours per week of compulsory supplementary schooling for apprentices in trade, industry and commerce. Duration of schooling : generally three to four years. They are subdivided into :

5.112 *Fachliche Berufsschulen* (specific vocational schools preparing pupils for a special occupation or a group of related occupations). This object can be achieved either by all-the-year courses with one full day of instruction per week or by courses offering eight consecutive weeks of instruction in each school year.

5.113 *Allgemeine gewerbliche Berufsschulen* (general trade vocational schools for various occupations). They involve one full day of instruction per week in each school year.

5.114 *Hauswirtschaftliche Berufsschule* (only in the province of *Vorarlberg*) (part-time vocational housecraft school) providing a certain number of hours per week of compulsory supplementary schooling for girls who have completed their general compulsory schooling and do not attend any other school. Duration of schooling : two years.

5.12 *Berufsbildende Mittlere Schulen* (intermediate vocational schools) v III 2 - 4.
Full-time schools which provide the fundamental professional training necessary for taking up an occupation in the fields of commerce, technology, arts and crafts, women's occupations and social work.
Following the eighth year of compulsory schooling, they comprise, according to the category concerned, a course lasting between one and four years which does not give access to institutions of higher learning.
Conditions of admission : The successful completion of the first eight years of compulsory schooling and, as a rule, the successful passing of an entrance examination.
The following categories of intermediate vocational schools can be distinguished :

5.121 *Gewerbliche, technische und kunstgewerbliche Fachschulen* (trade, technical and arts and crafts vocational schools) — full-time vocational schools with different specialised departments (trade, arts and crafts, technology), each department preparing for one or more technical occupations, by a combination of theoretical and workshop instruction. The ordinary training is terminated by a final proficiency examination. Duration of course : two to four years.

5.122 As special variations of the trade and technical schools, short or long courses of up to four years' duration may be established to give further vocational training to persons who have completed their primary vocational education.
Such special variations are, in particular :
— *Gewerbliche Meisterschulen und Meisterklassen :* arts and crafts schools and classes to prepare candidates for the master craftsman's examination ;
— *Werkmeisterschulen und Bauhandwerkerschulen :* schools to extend the vocational education of foremen and construction workers.

5.123 *Handelsschulen* (business schools) : schools giving a commercial training for all branches of economy. Duration of course : three years.

5.124 *Handelsschulen für Berufstätige* (business schools for employed persons) offering a 3-year course of training — of the same standard as the business school — for persons over 18 years of age who have completed their primary vocational training or who have already entered employment.

5.125 *Fachschulen für wirtschaftliche Frauenberufe* (vocational schools for women's domestic and catering occupations) vocational schools for women's occupations providing a practical education in the various fields of domestic science, thus teaching girls to manage a household or to take up a suitable occupation in trade or industry. Duration of course : one to three years.
Three different types can be distinguished :
(a) *Haushaltungsschule* — the 1-year housekeeping school ;
(b) *Hauswirtschaftsschule* — the 2-year school of domestic science ;
(c) *Fachschule für wirtschaftliche Frauenberufe* — school for women's domestic and catering occupations. A 3-year school qualifying women to run a household or practise a domestic or catering occupation.

5.126 *Fachschulen für Sozialarbeit* (vocational schools for social workers) Conditions of admission :
(i) the satisfactory completion of general compulsory schooling ;
(ii) one year's successful attendance at a suitable vocational school or evidence of at least one year's practical experience.
Duration of course : one or two years.
Age range : 18 to 20.

5.13 *Berufsbildende Höhere Schulen* (secondary technical and vocational schools) V III 5 giving access to higher education.
They serve the purpose of giving their pupils an advanced general and technical or vocational education in order to enable them to take up an occupation in the fields of commerce, technology etc. and to qualify them for higher specialised education.
Conditions of admission : the satisfactory completion of the first eight years of compulsory schooling and the successful passing of an entrance examination.
Duration of course : five years.
Age range : 14 to 19.
The successful passing of the leaving examination at the end of the study course qualifies pupils for higher education in the same or a related field. The following categories of secondary technical vocational schools can be distinguished :

5.131 *Höhere technische und gewerbliche Lehranstalten* (technical colleges which give an advanced technical education in the various fields of industry and trade). In order to give pupils practical skills, the curriculum also includes workshop practice.
The schools are subdivided into various departments :

5.132 *Höhere technische und gewerbliche Lehranstalten für Berufstätige* (secondary technical and trade schools for employed persons) offering a 4-year course of training — of the same standard as the secondary technical or trade schools — for persons who attain the age of 20 before the end of the calendar year of admission to the school and who have completed their primary vocational training, or who have already entered upon a career.

5.133 *Abiturientenlehrgänge an Höheren technischen und gewerblichen Lehranstalten* Courses for secondary school leavers (*Abiturientenlehrgänge*), held at secondary technical and trade schools, offering — on a 1- or 2-year training course — an additional secondary education in a branch of technology or trade, for persons who have successfully passed the general secondary school leaving examination or the leaving examination of a secondary technical or vocational school of a different kind, or another discipline.

5.134 *Handelsakademie* (business academy)
Secondary commercial school providing a more advanced business training for all branches of economy.

5.135 *Handelsakademien für Berufstätige* (business academies for employed persons)
They offer a 5-year course of training — of the same standard as the business academy — for persons who attain the age of 20 before the end of the calendar year of admission to the academy and who have completed their primary vocational training or who have already entered upon a career.

5.136 *Abiturientenlehrgänge an Handelsakademien*
Courses for secondary school leavers (*Abiturientenlehrgänge*), held at business academies, offering — in a 1-year training course — a supplementary secondary commercial education for persons who have successfully passed the general secondary school leaving examination or the leaving examination of a secondary technical or vocational school of a different kind. The duration of the *Abiturientenlehrgänge* for employed persons may be extended up to two years.

5.137 *Höhere Lehranstalt für wirtschaftliche Frauenberufe* (secondary school for women's domestic and catering occupations) secondary school preparing women for occupations at the executive level, domestic science and social work.

5.138 *Höhere Lehranstalt für wirtschaftliche Frauenberufe für Berufstätige* (secondary school for women's domestic and catering occupations, for persons who have entered occupational life).
They offer a 4-year course of training—of the same standard as the secondary school for women's domestic occupations—for women who attain the age of 20 years before the end of the calendar year of admission to the school and who have completed their primary vocational training or who have already entered upon a career (including occupation in their own homes).

5.139 *Lehranstalt für gehobene Sozialberufe* (school for the higher social occupations) V IV 2
Admission requirements : in general, satisfactory passes in the secondary school leaving examination and an aptitude test. Duration of the course : four terms (in general).
The training is terminated with a final proficiency examination.

6 TEACHER TRAINING

6.1 Conditions of admission to the following three types of school are the satisfactory completion of the first eight years of general compulsory schooling and the successful passing of an aptitude test. The following establishments provide training for teachers and educational assistants :

6.12 *Bildungsanstalten für Arbeitslehrerinnen* (schools for the training of women handicraft teachers) v III 4
Specialised intermediate teacher training schools for women teachers of needlework

and domestic science at general compulsory schools (*Pflichtschulen*). After the successful passing of a final proficiency examination at the end of the study course, the student is awarded a diploma qualifying her as a teacher of needlework and domestic science.
Duration of course : four years.
Age range : 14 to 18.

6.13 *Bildungsanstalten für Kindergärtnerinnen* (schools for the training of kindergarten teachers) v III 4
Specialised intermediate teacher training schools for pre-school teachers and teachers at children's day centres (*Horterzieherinnen*). They follow the eighth year of compulsory schooling and the course lasts for four years. The course leads to the award of a diploma (after the successful passing of a final proficiency examination) qualifying the students as kindergarten teachers.
Duration of course : four years.
Age range : 14 to 18.

6.14 *Bildungsanstalten für Erzieher* (schools for the training of educational assistants) v III 5 or V IV 1
They provide a professional training of educational assistants who possess the vocational knowledge and skill necessary for serving in this capacity in a variety of residential establishments.
The schools offer courses varying in duration between one and five years according to the educational background of the pupils. Suitable facilities will be provided for giving the pupils a practical introduction to their future work.
Some schools organise courses for the training of educational assistants intending to specialise in the education of mentally or physically handicapped children. When such a school undertakes educational research in the field of boarding-school education or when it provides further training, it is called *Institut für Heimerziehung*. The training course ends with a proficiency examination.

6.15 *Pädagogische Akademien* (teacher training colleges) T IV 2
The establishment of these colleges under the 1962 Act is part of a general reorganisation of teacher training (see 4.13). The old type of 5-year secondary school for teacher training commenced immediately after compulsory school and combined the functions of general secondary education and professional training. The former function has now been taken over by the grammar school mainly for future teachers, which provides a 5-year general secondary course, while the professional training is henceforth to be the task of the new 2-year teacher training colleges. Candidates for admission to these colleges must have the leaving certificate of the grammar school for future teachers or of another secondary school and must also pass an aptitude test.

6.16 *Berufspädagogische Lehranstalten* (schools for vocational school teachers) T (t) IV 1 - 2 (for entrants with the secondary school leaving certificate ; for entrants with the master craftsman's examination).
These schools have been established to train teachers of domestic science as well as of specific vocational subjects. The programme varies in length between two and four terms.

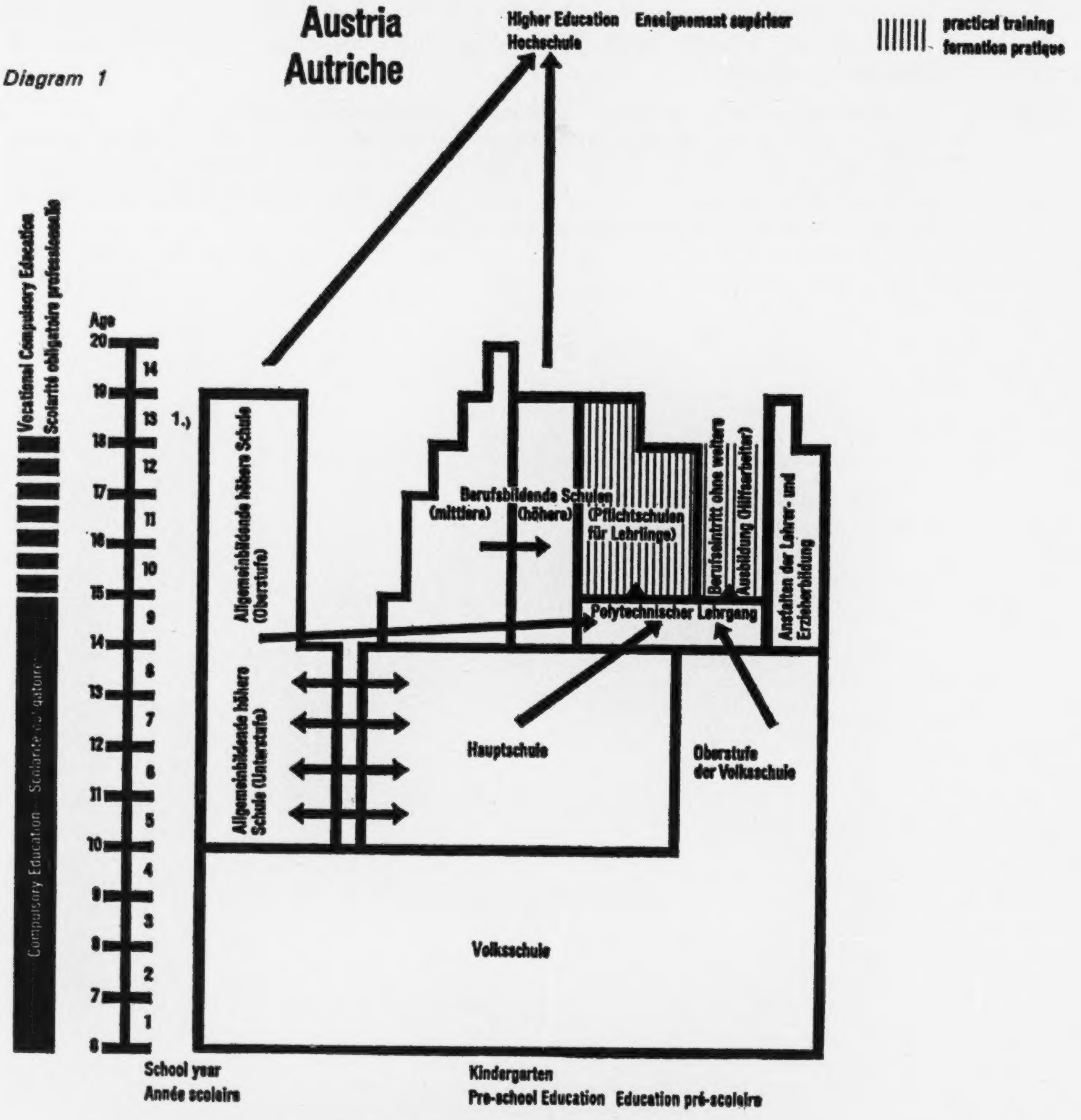
6.17 *Pädagogische Institute* (institutes for education). These institutes are designed primarily for the further training of general compulsory school teachers. For example, they prepare primary school teachers to take the examination for the upper primary and the special school teaching diplomas. They also carry out educational research.

6.18 *Berufspädagogische Institute* (institutes of vocational education)
These institutes are divided into courses corresponding to their various duties. Their educational tasks are accomplished by means of lectures, seminars and practical classes which may also be conducted in conjunction with schools for the training of vocational school teachers.

(1968)

Diagram 1

Austria
Autriche


Higher Education
Enseignement supérieur
Hochschule
practical training
formation pratique
Vocational Compulsory Education
Scolarité obligatoire professionnelle
Compulsory Education – Scolarité obligatoire
Age
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
14
13
12
11
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1
1.)
Allgemeinbildende höhere Schule (Oberstufe)
Allgemeinbildende höhere Schule (Unterstufe)
Berufsbildende Schulen
(mittlere)
(höhere)
(Pflichtschulen für Lehrlinge)
Berufseintritt ohne weitere Ausbildung (Hilfsarbeiter)
Anstalten der Lehrer- und Erzieherbildung
Polytechnischer Lehrgang
Hauptschule
Oberstufe der Volksschule
Volksschule
School year
Année scolaire
Kindergarten
Pre-school Education
Education pré-scolaire

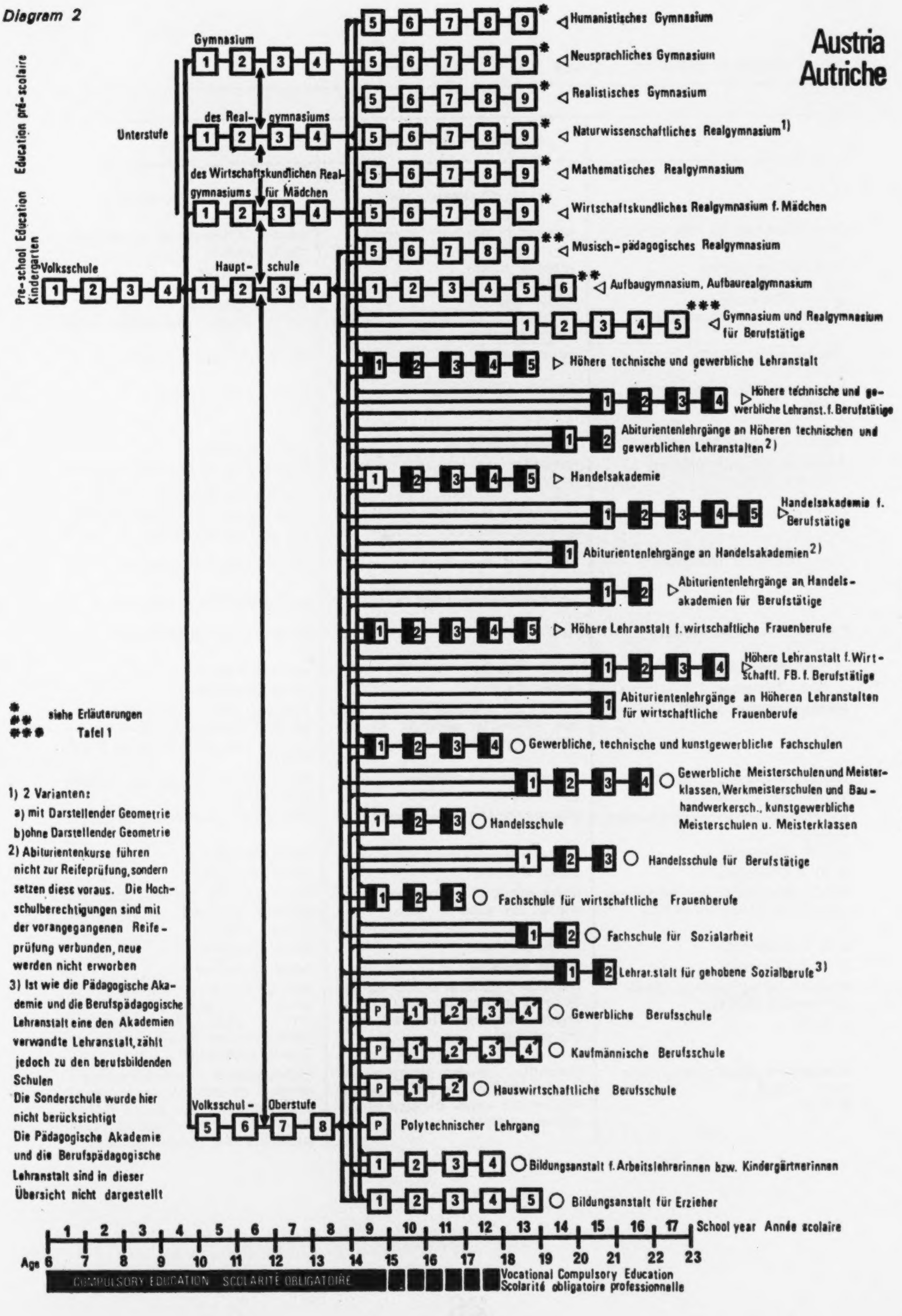
1.) Die folgenden Erläuterungen betreffen die 13. Schulstufe (siehe Tafel 2).

* Am 10. Juli 1962 ist die 3. Novelle zum Schulorganisationsgesetz 1962 in Kraft getreten (Bundesgesetz vom 10. Juli 1969, mit dem das Schulorganisationsgesetz neuerdings abgeändert wird).
Auf Grund dieser Novelle werden die mit * versehenen Oberstufenformen der allgemeinbildenden höheren Schule bis einschließlich 1975/76 vierjährig geführt.

** Das Musisch-pädagogische Realgymnasium, das Aufbaugymnasium und das Aufbaurealgymnasium umfassen bis einschließlich 1975/76 eine einjährige (für Schüler mit gutem Schulerfolg nicht obligatorische) Übergangsstufe und eine selbständige vierjährige Oberstufe.

*** Das Gymnasium für Berufstätige und das Realgymnasium für Berufstätige umfassen im gleichen Zeitraum neun Halbjahrslehrgänge.

Diagram 2


Austria
Autriche
Pre-school Education Kindergarten
Education pré-scolaire
Volksschule
Gymnasium
Unterstufe
des Real- gymnasiums
des Wirtschaftskundlichen Real- gymnasiums für Mädchen
Haupt- schule
Volksschul - Oberstufe
Humanistisches Gymnasium
Neusprachliches Gymnasium
Realistisches Gymnasium
Naturwissenschaftliches Realgymnasium 1)
Mathematisches Realgymnasium
Wirtschaftskundliches Realgymnasium f. Mädchen
Musisch-pädagogisches Realgymnasium
Aufbaugymnasium, Aufbaurealgymnasium
Gymnasium und Realgymnasium für Berufstätige
Höhere technische und gewerbliche Lehranstalt
Höhere technische und gewerbliche Lehranst. f. Berufstätige
Abiturientenlehrgänge an Höheren technischen und gewerblichen Lehranstalten 2)
Handelsakademie
Handelsakademie f. Berufstätige
Abiturientenlehrgänge an Handelsakademien 2)
Abiturientenlehrgänge an Handelsakademien für Berufstätige
Höhere Lehranstalt f. wirtschaftliche Frauenberufe
Höhere Lehranstalt f. Wirtschaftl. FB. f. Berufstätige
Abiturientenlehrgänge an Höheren Lehranstalten für wirtschaftliche Frauenberufe
Gewerbliche, technische und kunstgewerbliche Fachschulen
Gewerbliche Meisterschulen und Meisterklassen, Werkmeisterschulen und Bauhandwerkersch., kunstgewerbliche Meisterschulen u. Meisterklassen
Handelsschule
Handelsschule für Berufstätige
Fachschule für wirtschaftliche Frauenberufe
Fachschule für Sozialarbeit
Lehranstalt für gehobene Sozialberufe 3)
Gewerbliche Berufsschule
Kaufmännische Berufsschule
Hauswirtschaftliche Berufsschule
Polytechnischer Lehrgang
Bildungsanstalt f. Arbeitslehrerinnen bzw. Kindergärtnerinnen
Bildungsanstalt für Erzieher
Enseignement supérieur
Higher Education
School year Année scolaire
Age
COMPULSORY EDUCATION SCOLARITÉ OBLIGATOIRE
Vocational Compulsory Education
Scolarité obligatoire professionnelle

*
** siehe Erläuterungen
*** Tafel 1

1) 2 Varianten:
a) mit Darstellender Geometrie
b) ohne Darstellender Geometrie

2) Abiturientenkurse führen nicht zur Reifeprüfung, sondern setzen diese voraus. Die Hochschulberechtigungen sind mit der vorangegangenen Reifeprüfung verbunden, neue werden nicht erworben

3) Ist wie die Pädagogische Akademie und die Berufspädagogische Lehranstalt eine den Akademien verwandte Lehranstalt, zählt jedoch zu den berufsbildenden Schulen

Die Sonderschule wurde hier nicht berücksichtigt

Die Pädagogische Akademie und die Berufspädagogische Lehranstalt sind in dieser Übersicht nicht dargestellt

	Explanatory list of terms	*Index*
	A. CLASSIFIED LIST	A. INDEX METHODIQUE
Allgemeinbildende Pflichtschulen (4.31)	general compulsory schools	écoles obligatoires d'enseignement général
Volksschule (4.311)	primary school	école primaire
I 4 *Unterstufe*	lower division	cycle inférieur
g II 4 *Oberstufe*	upper division	cycle supérieur
g II 4 *Ausbauvolksschule*	a more developed form of the upper division	forme élargie du cycle supérieur
Hauptschule (4.313) g (G) II 4	upper primary school	école primaire supérieure
Polytechnischer Lehrgang (4.314) g II 50	polytechnic course	année polytechnique
Sonderschule (4.312)	special school	école spéciale
Allgemeinbildende Höhere Schulen (4.32)	secondary general schools leading to higher education	établissements secondaires d'enseignement général donnant accès à l'enseignement supérieur
Gymnasium (4.321)	secondary grammar school with following sections in upper division	école secondaire classique avec les formes suivantes de cycle supérieur :
Humanistisches Gymnasium (4.3211)	*Humanistisches Gymnasium*	*Humanistisches Gymnasium*
	Neusprachliches Gymnasium	*Neusprachliches Gymnasium*
Realistisches Gymnasium (4.3213)	*Realistisches Gymnasium*	*Realistisches Gymnasium*
G II 4 *Unterstufe*	lower division	cycle inférieur
G III 5 *Oberstufe*	upper division :	cycle supérieur
Realgymnasium (4.322)	secondary general school with the following sections in the upper division :	établissement d'enseignement général (second degré) avec les formes suivantes du cycle supérieur :
Naturwissenschaftliches Realgymnasium (4.3221)	*Naturwissenschaftliches Realgymnasium*	*Naturwissenschaftliches Realgymnasium*
Mathematisches Realgymnasium (4.3222)	*Mathematisches Realgymnasium*	*Mathematisches Realgymnasium*
G II 4 *Unterstufe*	*lower division*	cycle inférieur
G III 5 *Oberstufe*	*upper division*	cycle supérieur
Wirtschaftskundliches Realgymnasium für Mädchen (4.323)	home economics grammar school for girls	établissement d'enseignement général (second degré) pour jeunes filles
G II 4 *Unterstufe*	lower division	cycle inférieur
G III 5 *Oberstufe*	upper division	cycle supérieur
Musisch-pädagogisches Realgymnasium (4.324) G III 5	secondary general school particularly preparing for the " Pedagogic Academy " (teacher training college)	établissement d'enseignement général du second degré qui prépare surtout à « l'académie pédagogique» (école normale du niveau supérieur)
Aufbaugymnasium (-realgymnasium) (4.325) G III 6	secondary general school primarily intended for gifted pupils leaving the upper division of the primary school	établissement d'enseignement général du second degré destiné en premier lieu à des élèves doués, qui ont terminé le cycle supérieur de l'école primaire

	Explanatory list of terms	*Index*
Gymnasium und Realgymnasium für Berufstätige (4.326) G III 5	part-time secondary school leading to higher education for persons who have entered occupational life	établissement d'enseignement général (second degré) à temps partiel pour adultes exerçant un métier
Berufsbildende Schulen (5)	technical and vocational schools	établissements de formation professionnelle
Berufsbildende Höhere Schulen (5.13) V III 5	technical and vocational secondary schools giving access to higher education	écoles secondaires de formation professionnelle supérieure
Höhere technische und gewerbliche Lehranstalten (5.131) V III 5	secondary technical and trade schools	collèges techniques (sections du cycle supérieur)
Höhere technische und gewerbliche Lehranstalt für Berufstätige (5.132)	secondary technical and trade school for persons who have entered occupational life	collèges techniques (section du cycle supérieur) pour adultes exerçant un métier
Handelsakademie (5.134)	business academy	école secondaire commerciale donnant accès à un enseignement supérieur
Handelsakademie für Berufstätige (5.135)	business academy for persons who have entered occupational life	école secondaire commerciale donnant accès à un enseignement supérieur pour adultes exerçant un métier
Abiturientenlehrgänge an Handelsakademien (5.136)	courses for secondary school certificate holders	cours d'école secondaire commerciale donnant accès à un enseignement supérieur pour bacheliers
Höhere Lehranstalt für wirtschaftliche Frauenberufe (5.137) V III 5	secondary domestic and catering school for women's occupations	école secondaire de formation professionnelle des métiers féminins
Höhere Lehranstalt für wirtschaftliche Frauenberufe für Berufstätige (5.138)	secondary domestic and catering school for women's occupations for persons who have entered occupational life	école secondaire de formation professionnelle des métiers féminins pour adultes exerçant un métier
Berufsbildende Mittlere Schulen (5.12) v III 2 - 4	intermediate technical and vocational schools	écoles moyennes de formation professionnelle
Gewerbliche, technische und kunstgewerbliche Fachschulen (5.121) v III 2 - 4	trade, technical and arts and crafts schools	écoles professionnelles (artisanales, industrielles, école technique et d'art industriel)
Gewerbliche Meisterschulen und Meisterklassen, Werkmeisterschulen und Bauhandwerkerschulen, kunstgewerbliche Meisterschulen und Meisterklassen (5.122)	trade, technical arts and crafts, foremen and construction workers schools for master craftsman qualifications	école de maîtrise et classes de maîtrise, école de contremaîtres et école d'ouvriers en bâtiment école de maîtrise et classes de maîtrise d'art industriel
Handelsschule (5.123) v III 3	intermediate business school	école commerciale
Handelsschule für Berufstätige (5.124)	commercial school for persons who have entered occupational life	école commerciale pour adultes exerçant un métier
Fachschule für wirtschaftliche Frauenberufe (5.125) v III 1 - 3	school for women's domestic and catering occupations	école spécialisée de métiers féminins
Haushaltungsschule (5.125) v III 1	housekeeping school	école ménagère de degré inférieur

	Explanatory list of terms	*Index*
Hauswirtschaftsschule (5.125) v III 2	domestic science school	école professionnelle ménagère
Fachschule für Sozialarbeit (5.126) v IV 1 - 2	school for social workers	école spécialisée d'études sociales
Berufsbildende Pflichtschulen (5.11) v III 3 - 4 pt	part-time compulsory vocational schools (for apprentices)	écoles obligatoires de formation professionnelle pour apprentis
Gewerbliche und kaufmännische Berufsschule (5.111) v III 3 - 4 pt	part-time compulsory school for apprentices in trade and commerce	école professionnelle à temps partiel pour apprentis du commerce et de l'artisanat
Allgemeine gewerbliche Berufsschule (5.113) v III 3 - 4 pt	part-time general trade vocational school for apprentices	cours professionnels théoriques pour apprentis à temps partiel
Fachliche Berufsschule (5.112) v III 3 - 4 pt	part-time vocational school for a specific occupation or a group of related occupations	cours professionnels spécialisés à temps partiel
Lehranstalt für gehobene Sozialberufe (5.139)	school for the higher social occupations	école d'études sociales de niveau supérieur à celui de l'enseignement général
Anstalten der Lehrerbildung und der Erzieherbildung (6.1)	schools for the training of teachers and boarding school supervisors	établissements pour la formation des maîtres et des surveillants
Bildungsanstalt für Arbeitslehrerinnen (6.12) v III 4	school for the training of needlework and domestic science teachers in general compulsory schools	école pour la formation des maîtres de l'enseignement ménager (y compris : travaux à l'aiguille, etc.)
Bildungsanstalt für Kindergärtnerinnen (6.13) t III 4	training school for teachers in pre-primary schools and children's day centres	école pour la formation de jardinières d'enfants
Bildungsanstalt für Erzieher (6.14) t (T) III 1 - 5	training school for educational assistants	école pour la formation de surveillants
Pädagogische Akademie (6.15, 4.324) T IV 2	teacher training college	académie pédagogique pour la formation des maîtres
Berufspädagogische Lehranstalten (6.16) T VI 2	schools for the training of vocational school teachers	écoles pour la formation des maîtres de l'enseignement secondaire professionnel

B. Alphabetical list

Abiturientenlehrgänge an Handelsakademien (5.136)
Abiturientenlehrgänge am höheren, technischen und gewerblichen Lehranstalten (5.133)
Allgemeinbildende höhere Schule (4.32)
Allgemeinbildende Pflichtschule (4.31)
Allgemeinbildende Schulen (4.3)
Allgemeine gewerbliche Berufsschule (5.113)
Anstalten der Lehrer- und Erzieherbildung (6.1)
Aufbaugymnasium und Aufbaurealgymnasium (4.325)
Berufsbildende Höhere Schulen (5.13)
Berufsbildende Mittlere Schulen (5.12)
Berufsbildende Pflichtschulen (5.11)
Berufsbildende Schulen (5.1)
Berufspädagogische Institute (6.18)
Berufspädagogische Lehranstalten (6.16)
Berufsschule (für Lehrlinge) (5.111)
Bildungsanstalt für Arbeitslehrerinnen (6.12)
Bildungsanstalt für Erzieher (6.14)
Bildungsanstalt für Kindergärtnerinnen (6.13)
Fachschulen (2-bis 4 jährig) (5.121)
Fachliche Berufsschule (5.112)
Fachschule für Sozialarbeit (5.126)
Fachschule für wirtschaftliche Frauenberufe (5.125)
Gewerbliche Meisterschulen und Meisterklassen, Werkmeisterschulen und Bauhandwerkerschulen, kunstgewerbliche Meisterschulen und Meisterklassen (5.122)
Gewerbliche, technische und kunstgewerbliche Fachschule (5.121)
Gymnasium (4.321)
  (a) Humanistisches Gymnasium
  (b) Neusprachliches Gymnasium
  (c) Realistisches Gymnasium
Gymnasium und Realgymnasium für Berufstätige (4.326)
Handelsakademie (5.134)
Handelsakademie für Berufstätige (5.135)
Handelsschule (5.123)
Handelsschule für Berufstätige (5.124)
Hauptschule (4.313)
Haushaltungsschule (5.125)
Höhere Internatsschulen (4.327)
Höhere Lehranstalten für wirtschaftliche Frauenberufe (5.137)
Höhere Lehranstalt für wirtschaftliche Frauenberufe für Berufstätige (5.138)
Höhere technische und gewerbliche Lehranstalten (5.131)
Höhere technische und gewerbliche Lehranstalt für Berufstätige (5.132)
Lehranstalt für gehobene Sozialberufe (5.139)
Musisch-pädagogisches Realgymnasium (4.324)
Pädagogische Akademie (6.15, 4.324)
Pädagogische Institute (6.17)
Polytechnischer Lehrgang (4.314)
Privatschulen (1.4)
Realgymnasium (4.322)
  (a) Naturwissenschaftliches Realgymnasium
  (b) Mathematisches Realgymnasium
Realgymnasium für Berufstätige (4.326)
Sonderschule (4.312)
Volksschule (4.311)
Wirtschaftskundliches Realgymnasium für Mädchen (4.323)

BELGIUM

Description of school system

1 GENERAL PRINCIPLES OF EDUCATION

1.1 Freedom of education

The Belgian constitutional law of 1831 established freedom for opening schools and brought into existence state education. Within this framework, schools at all levels were established by public authorities (state, province or city) and by private persons.

The law[1], which was based on the School Pact, fixed the rules which secure freedom of choice in education.

1.2 Neutrality of education

This notion was the subject of an extensive declaration made by the Permanent Committee of the School Pact[2].

In this declaration, neutrality of education is described as perfect objectivity in the way of expounding facts and ideas, and absolute respect for the religious and philosophical convictions of the pupils. The pupils in public primary and secondary schools may therefore attend, according to their parents' wishes, the courses of non-confessional moral instruction as well as various religious courses (Catholic, Protestant or Jewish).

1.3 Compulsory education

All children from 6 to 14 years of age attend school for a compulsory period of eight years. A Bill, now being considered, aims at extending the compulsory leaving age, first to 15 years and later to 16 years.

The objectives pursued in the Bill are threefold :

— for humanitarian reasons, an endeavour is being made to provide for the youth of the country, without discrimination, the maximum opportunity for self-fulfilment, thus creating personal happiness and contributing to the well-being of society ;

— for social reasons, obstacles to the promotion of those least favoured by nature or birth are to be removed ;

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[1] Law of 29 May 1959 modifying the legislation relating to nursery, primary, secondary, teacher training, technical and art education (M.B. 19.6.1959).

[2] This committee was set up by deputies from the three national parties who signed the School Pact.

— for economic reasons, the national economy is to be supplied with a qualified labour force capable of adaptation to the ever-changing conditions which scientific discovery and technical progress impose on the younger generations.

Changes in the school structures arising from the application of this Bill are under review[1].

1.4 Language of instruction[2]

As a principle, teaching is given in the language of the region : French in the Walloon country, Dutch in the Flemish country, German in the East district. In the district of Brussels and its suburbs, teaching is done in the mother tongue of the pupil.

1.5 Free tuition and financial aid for pupils

Education is free up to the end of secondary studies. During the secondary stage parents are responsible solely for the provision of books and other school requisites. This financial responsibility is largely alleviated by a system of scholarships and the increasing practice of lending books.

In higher education costs are borne entirely by the family, but here also the number and value of state scholarships are increasing yearly.

In the universities 35 % of students hold scholarships, and in non-university establishments of higher education the percentage is about 50.

2 ADMINISTRATION

Nearly all schools are under the administration of the Ministry of National Education and Cultural Affairs[3], which organises and administers state schools at all levels. It also subsidises, under certain conditions, the schools which are organised by provinces, cities (subordinate authorities) and private individuals[4]. These subsidies include the salaries of the staff, and part of the running costs and equipment costs.

Time-tables and programmes in state schools are generally fixed by the Minister or submitted to him for his approval in the case of schools maintained by provinces, cities, or private bodies.

There is a system of public supervision for state schools and subsidised schools. In the case of subsidised schools, public supervision is ensured by inspectors —province, city or private—according to the status of the school.

Each type of education has its own advisory council which makes recommendations on various pedagogical problems such as programmes, school-books, teaching materials etc.

Teachers in state schools are appointed by the King, in other schools they are appointed by the school authorities (province, city or private groups).

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[1] The changes proposed include the division of the secondary stage into three *degrés* of two years (instead of the present two *degrés* of three years) and the introduction of adaptation and transition years to facilitate transfer during the secondary stage. In addition to the basic subjects in each section, there will be a series of options, catching-up courses and supervised activities.

[2] Languages of Instruction Act of 30 July 1963 (M.B. 22.8.1963).

[3] A few schools are partly or completely administered by other departments suchas the War Office, the Family Office, the Ministry of Justice, the Ministry of Transport.

[4] Nearly all private schools are run by the Catholic authorities.

3 PRE-PRIMARY EDUCATION (3 to 6 years)

This period of education is not compulsory. It prepares children for social life and is intended to develop their abilities by various activities : drawing, dancing, singing etc.

3.1 Pre-school education is provided by nursery schools. At the present time almost 94 % of children between 3 and 5 years attend these schools. For children between 5 and 6 years the percentage reaches 100.

4 PRIMARY AND SECONDARY EDUCATION (general, technical, vocational and art education) (Stages I - III)

4.1 Primary education or education at the first stage (6 to 12 years) (I - 6)
It is divided into six grades, three stages of two years each. It gives children elementary knowledge and the necessary basic skills.

4.11 Primary education is provided either by separate primary schools or in classes or sections connected with an establishment for secondary education, technical education or teacher training.

4.2 Secondary education or education at the second stage (12 to 18 years) (II - 6)
It follows primary education and includes many different courses. It is divided into two stages of three years each : the lower stage (12 to 15 years) and the upper stage (15 to 18 years) of secondary education.

4.21 At the lower secondary stage (12 to 15 years) the following types of education can be distinguished :
— secondary general or intermediate education (classical and modern humanities), G 3
— technical education, V
— secondary vocational education[1]. V

4.22 Secondary general education (G 3) includes a Latin cycle, a modern cycle (with specialisation on the commercial side) and a home economics cycle. Transfer from one cycle to the other is possible at any time, and the pupil may also transfer to technical education.

4.23 Technical education (V 3) gives a general and theoretical-technical education which will be further developed and completed during the upper stage. Those pupils who wish to obtain a leaving certificate have to stay on for a fourth year (level : skilled worker). They can specialise further and obtain a higher qualification in the course of a fifth optional year.

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[1] There also exists a two-year prolongation at the second stage (7th and 8th grades), named "*quatrième degré*", created in 1914 for children who do not wish to extend their studies beyond compulsory school age. This kind of education no longer meets the needs of modern social life. It is gradually being abandoned and replaced by the intermediate, technical and vocational schools.

Technical education covers the fundamental special fields such as mechanics, electricity, chemistry, agriculture, horticulture, trade etc.
Regulations have made the lower stage of secondary technical education equivalent to the lower stage of secondary general education. Studies at the upper secondary stage are now facilitated and there is an easy passage from technical to general intermediate education and vice-versa.

4.24 Vocational training (v 4) gives a practical preparation for employment in trade or industry. The general and theoretical technical education provided is not taken up to the same standard as in the technical schools.
Its organisation is similar to that of technical education.

4.25 The guidance course which is now organised in many state schools is linked to the lower secondary stage of education (II - 3 G).
The aim of this new course is to provide an education suited to the individual abilities of the pupils and to avoid premature selection of courses. Certain pupils are able to make the necessary transfer dictated by constant observation, whilst other more gifted pupils are able to concentrate on the course best suited to their ambitions .

The guidance course has the following characteristics :

(*a*) it covers the first three years of secondary education ;

(*b*) the traditional cycles (Latin, modern or technical) now only exist as optional courses ;

(*c*) all pupils follow most of the programme jointly (approx. five sixths of the time-table) ;

(*d*) in addition to this common basic course, the time-table includes the chosen option (Latin, modern, technical) and complementary activities (supervised preparation, catching-up courses, clubs or outdoor games).

4.3 At the upper secondary stage (15 to 18 or 19 years) (III 3) the following types of education can be distinguished :

— secondary general education (classical and modern humanities) G ;
— primary teacher training, first stage (see teacher training) G 3 ;
— nursery teacher training t 4 (see teacher training) ;
— technical education V 3 ;
— vocational education V 3 ;
— art education.

4.31 Secondary general education gives further emphasis to the differences which already appear at the lower stage. It extends over three years and includes the following cycles :

— Latin-Greek,
— Latin-mathematics,
— Latin-sciences,
— Sciences A (based on mathematics and physics),
— Sciences B (based on natural sciences),
— Economics.

The programmes of the Latin-Greek, Latin-sciences, Sciences A and Sciences B cycles include one or two foreign languages. The Latin-mathematics cycle includes only one foreign language.

In the economics cycle the study of two foreign languages is compulsory.
Both during and on completion of the first year of this stage, pupils may still transfer from one cycle to another.

4.32 A certificate of upper secondary general education (*certificat d'humanités*) is awarded to pupils who satisfactorily complete the longer course (six years). This certificate has to be ratified by a special commission (*commission d'homologation*).
Pupils who wish to enter the university will have to pass an additional qualifying examination for the diploma for entry into higher education ; that diploma is awarded after the *maturité* examination has been passed.

4.33 Technical training : This course completes the training given during the lower stage in the same subjects. Studies last for three years. They may be completed by an additional fourth year.

4.34 Upper secondary technical studies lead to the qualification of technician or its equivalent. These qualifications have to be ratified by a special commission (*commission d'homologation*).
Pupils with a secondary technical school certificate may enter an advanced technical school or a school for training secondary technical teachers. If they also obtain the diploma for entry into higher education, they may enter university on equal terms with pupils coming from secondary general education.

4.35 Vocational training : At the upper secondary stage this course completes the training given during the lower stage in the same subjects. Studies last for three years. They may be completed by an additional fourth year.

4.36 Upper secondary vocational studies lead to a certificate which, in addition to providing a qualification for an occupation, enables pupils to carry on their studies in an advanced vocational school (e.g. schools of nursing).

4.37 Art education includes training in music (musical theory and practical training on various instruments) and dramatic and plastic arts (preparation for architecture, painting, sculpture, engraving, decorative arts etc.).
Duration varies according to particular classes and the aptitude of the pupil. The diagrams show three different courses which are comparable to other secondary courses.

4.38 The diplomas vary from one branch to the next and depend also on the cycle of studies.
Pupils holding diplomas awarded in a cycle of art education (fine arts) recognised as equivalent to the technical education cycles, will qualify for university entrance if they also obtain the aptitude diploma mentioned above.

4.4 At the secondary stage, education is provided by :
Various intermediate schools and general schools such as :

4.41 Intermediate schools, giving a 3-year course of lower secondary general education ; g

4.42 *Athenaeums :* officially supported schools for boys, giving a 6-year course of secondary general education leading to higher studies ; G

4.43 *Lycées :* officially supported or private secondary schools for girls, giving a 6-year course of secondary general education usually leading to higher studies ; G

4.44 *Collèges* or institutes : private schools for boys or girls giving a 6-year course of general education usually leading to higher studies ; G

4.5 Intermediate or technical schools which have courses of both these types and could be described as " comprehensive " ; gv

4.6 Technical and vocational schools which are of two types (vV) :

4.61 Lower or upper secondary technical (vV),

4.62 Lower or upper secondary vocational (vV).

4.7 Art schools, mainly *académies* (for fine arts) and *conservatoires* (for music).

5 TECHNICAL AND VOCATIONAL EDUCATION (STAGE IV) - V 2 - 3 - 4

Beyond the secondary stage, higher technical education pursues a twofold aim : whilst preparing the student for a particular profession it provides general culture together with scientific and technical training.

Depending on the profession involved, studies vary both in structure and level :

— first stage higher technical education (minimum 2 years) leading to diplomas in the special areas of agriculture, industry, commerce (various grades), decorative arts, services, and qualifications as nurses, midwives, welfare assistants etc ;

— second stage higher technical education (minimum three years), leading to diplomas in technical engineering (various branches) and architecture ;

— third stage higher technical education (minimum four years), leading, for example, to a degree qualification in business sciences, commercial engineering, translating or interpreting.

6 TEACHER TRAINING

6.1 Pre-school teacher training schools (III - t - 4)—four years of training after the lower secondary stage.

During the first two years a general education is provided ; the last two years are mainly concerned with pedagogical training.

6.2 Primary teacher training schools (IV - tT - 3 - 2) produce masters and mistresses for primary schools.

The course is divided into two stages. The first stage is of three years' duration and corresponds to the higher stage of classical or modern humanities. A recent addition to the traditional courses is a course in human sciences.

The second stage of two years' duration follows on from higher secondary education. It is mainly concerned with the pedagogical training of future primary school teachers.

6.3 Secondary general teacher training schools (IV - T - 2) (two years) prepare teachers of general and certain special subjects (*agrégés de l'enseignement secondaire inférieur*) in lower secondary general and technical schools.
The following courses are provided in these schools :

- mother tongue - history[1] or Dutch - English[2]
- modern languages[1] or French - history[2]
- mathematics
- sciences - geography
- physical education
- plastic arts.

6.4 Secondary technical teacher training schools (two years) prepare teachers of specialised subjects in secondary technical schools. These teachers are also *agrégés de l'enseignement secondaire inférieur*.
The following specialised courses are provided in these schools :

- dressmaking
- housekeeping
- rural housekeeping
- plastic arts (girls)
- commerce
- industry.

6.5 The training of teachers for the upper division of secondary schools is the province of the universities. They bear the title of *agrégé de l'enseignement secondaire supérieur* which can be obtained simultaneously with, or subsequent to, the *licence* (four years). The future *licencié-agrégé* specialises in one of the following disciplines : philosophy, history, classical philology, romance philology, germanic philology, mathematical sciences, physical sciences, chemical sciences, geological and mineralogical sciences, zoological sciences, botanical sciences, geographical sciences.

6.6 There is no special institution or course for the training of art teachers. They are primarily selected according to their professional aptitudes.

7 OTHER TYPES OF EDUCATION

7.1 Part-time education

In contrast to full-time education which is given during the day regularly throughout the year, part-time education is provided in the evening, at the weekend or during a limited period of the year. It is designed mainly for persons already engaged in a vocational activity who wish to specialise or complete their training without abandoning their work. This form of education exists only in the branches of technical and art education.
In technical education most of the courses operating on a reduced time-table are given over a period of 40 weeks at a rate of 6 to 12 hours average per week.

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[1] Language of instruction : French.
[2] Language of instruction : Dutch.

In art education the duration and rate of the courses vary considerably according to the branches of study.
The structure of part-time education is similar to that of full-time education. It is essentially a vocational training, but some of the qualifications which it offers enable students to continue their studies on a full-time basis.

7.2 Correspondence courses
These courses which were started by the state in 1959 are a form of education suited to individual requirements. They are free and are designed chiefly for adults seeking to extend their general or vocational training or preparing for the examinations conducted by the state examining panels (*Jurys d'Etat*).
The same qualifications are required to teach by correspondence as in other branches of education.

7.3 State examining panels (*Jurys d'Etat*)
Young persons who have not pursued a normal course of study in a secondary or technical school, or self-taught persons mentioned above, may submit themselves to examination by the state panels in order to obtain qualifications equivalent to those awarded by the schools.

7.31 The lower secondary examining panel awards certificates appropriate to this stage of education.

7.32 The higher secondary examining panel awards certificates appropriate to this stage and also the diplomas for entry to higher education.

7.33 The higher secondary technical examining panel awards certificates appropriate to this branch of education and also the diplomas for entry to higher education.
A panel is organised under higher technical education for most of the subjects studied in accordance with the regulations.

(1969)

Belgium
Belgique

Diagram 1

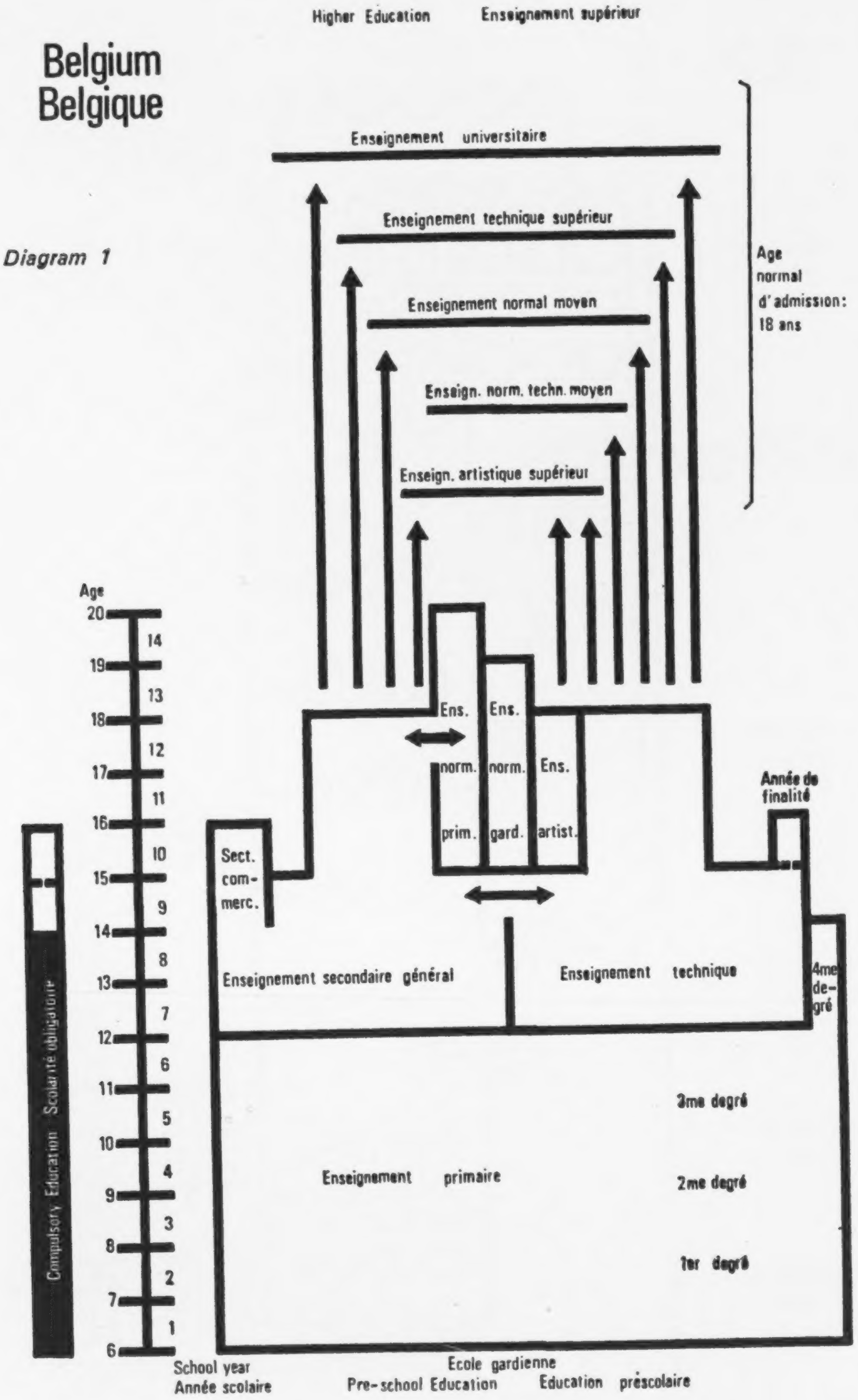
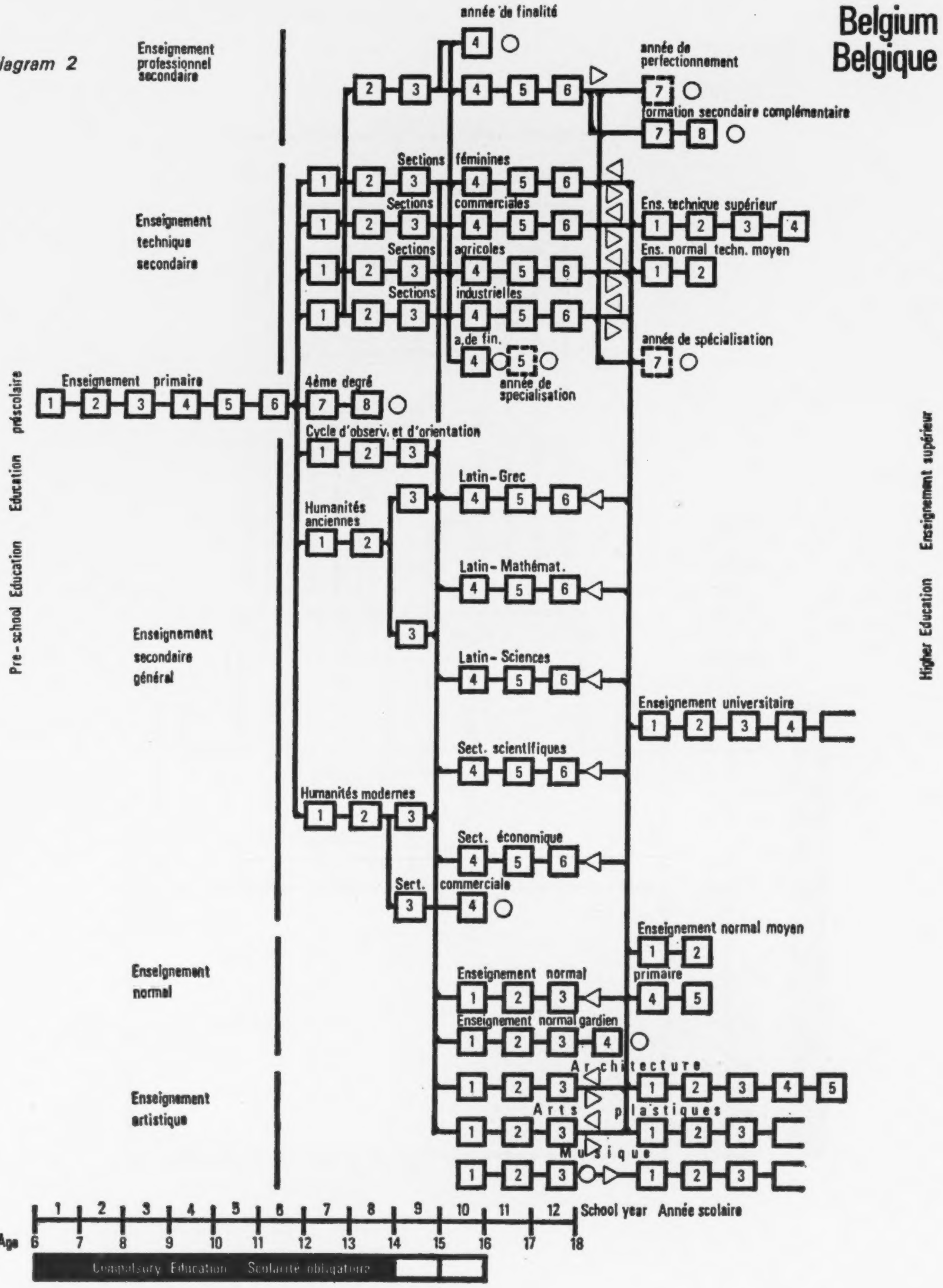

Higher Education
Enseignement supérieur
Enseignement universitaire
Enseignement technique supérieur
Enseignement normal moyen
Enseign. norm. techn. moyen
Enseign. artistique supérieur
Age normal d'admission: 18 ans
Age
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
14
13
12
11
10
9
8
7
6
5
4
3
2
1
Compulsory Education
Scolarité obligatoire
Ens. norm. prim.
Ens. norm. gard.
Ens. artist.
Sect. com-merc.
Année de finalité
Enseignement secondaire général
Enseignement technique
4me de-gré
Enseignement primaire
3me degré
2me degré
1er degré
School year
Année scolaire
Ecole gardienne
Pre-school Education
Education préscolaire

Diagram 2

Belgium
Belgique


année de finalité
Enseignement professionnel secondaire
année de perfectionnement
formation secondaire complémentaire
Sections féminines
Sections commerciales
Sections agricoles
Sections industrielles
Enseignement technique secondaire
Ens. technique supérieur
Ens. normal techn. moyen
a.de fin.
année de spécialisation
année de spécialisation
Enseignement primaire
4ème degré
Cycle d'observ. et d'orientation
Pre-school Education Education préscolaire
Humanités anciennes
Latin-Grec
Latin-Mathémat.
Latin-Sciences
Enseignement secondaire général
Enseignement universitaire
Sect. scientifiques
Humanités modernes
Sect. économique
Sert. commerciale
Enseignement normal moyen
Enseignement normal
Enseignement normal primaire
Enseignement normal gardien
Enseignement artistique
Architecture
Arts plastiques
Musique
Higher Education Enseignement supérieur
School year Année scolaire
Age
Compulsory Education Scolarité obligatoire

Index	*Explanatory list of terms*
A. INDEX METHODIQUE	A. CLASSIFIED LIST
Education préscolaire (3)	Pre-school education
Ecole gardienne, école maternelle (3.1)	Nursery school, kindergarten
Enseignement du premier niveau ou enseignement primaire (4.1)	Primary education
Ecole primaire autonome (4.11)	Separate primary school
I 6	
Enseignement du deuxième niveau ou enseignement secondaire (4.2)	Secondary education
Cycle secondaire inférieur (4.21)	Lower stage of secondary education (12-15 years old)
Quatrième degré primaire (4.21)	Fourth stage of primary education
Enseignement de formation générale ou enseignement moyen (4.22)	Secondary general education
Enseignement de formation technique (4.23)	Technical education
Enseignement de formation professionnelle (4.24)	Vocational training
Cycle d'observation et d'orientation (4.25)	Guidance or observation stage
Cycle secondaire supérieur (4.3)	Upper stage of secondary education
Enseignement de formation générale (4.31)	Secondary general education
Certificat d'études moyennes supérieures ou certificat d'humanités (4.32)	Upper intermediate education certificate or humanities certificate
Commission d'homologation (4.32)	Special commission for endorsing certificates
Diplôme d'aptitude à accéder à l'enseignement supérieur (4.32)	Qualification diploma to accede to institutions of higher education
Examen de maturité (4.32)	Mental development examination (additional qualifying examination)
Enseignement de formation technique (4.33)	Technical education
Technicien (4.33)	Expert, specialist, technician
Enseignement de formation professionnelle (4.35)	Vocational education
Brevet (4.35)	Certificate
Ecole professionnelle secondaire complémentaire (4.35)	Advanced secondary vocational school
v III 3	
Enseignement de formation artistique (4.3[illegible])	Art education
Diplôme d'aptitude à accéder à l'enseignement supérieur (4.38)	Qualification diploma to accede to institutions of higher learning

Index	*Explanatory list of terms*
Etablissement d'enseignement moyen ou de formation générale (4.41)	Secondary school for general education
Ecole moyenne (4 41) g (G) II 3	Intermediate school
Athénée (4.42) G II III 6	Secondary general state school for boys
Lycée (4.43) G II III 6	Secondary general state or private school for girls
Collège ou institut (4.44) G II III 6	Secondary general private school for boys or girls
Ecole multilatérale (4.5) (g v (G) II (III) 3 (6)	Comprehensive school
Etablissement d'enseignement technique et professionnel (4.6)	Technical or vocational schools
Ecole technique secondaire inférieure (4.61) v II 3	Lower level secondary technical school
Ecole technique secondaire supérieure (4.62) V II III 6	Upper level secondary technical school
Ecole professionnelle secondaire inférieure (4.61) v II 3	Lower level vocational school
Ecole professionnelle secondaire supérieure (4.62) v II III 6	Upper level vocational school
Etablissement d'enseignement artistique (4.7)	Art school
Académie (4.7)	School for the fine arts
Conservatoire (4.7)	School of music
Enseignement technique supérieur (5)	Upper lever technical education
Ecole normale gardienne (6.1) t III 4	Pre-school teacher training school
Institutrice gardienne (6.1)	Nursery school teacher
Ecole normale primaire (6.2) t IV 2	Primary teacher training school
Instituteur ou institutrice primaire (6.2)	Primary teachers (men or women)
Ecole normale moyenne (6.3) t IV 2	Secondary general teacher training school
Agrégé de l'enseignement secondaire inférieur (6.3)	*Agrégé,* of lower secondary education, person who holds a certificate enabling him to teach in the lower stage of secondary schools (lower secondary school *agrégé)*
Ecole normale technique moyenne (6.4) t IV 2	Secondary technical teacher training school

Index	*Explanatory list of terms*
Agrégé de l'enseignement secondaire inférieur (6.4)	*Agrégé* of lower secondary education, person who holds a certificate enabling him to teach in the lower stage of secondary schools (lower secondary school *agrégé)*
Université (6.5)	University
Agrégé de l'enseignement secondaire supérieur (6.5)	*Agrégé* of upper secondary education
Licencié (6.5)	Person who has earned an academic degree called *licence*
Enseignement à temps partiel (7.1)	Part-time education
Enseignement à scolarité ordinaire ou à temps plein (7.1)	Full-time education
Enseignement par correspondance (7.2)	Teaching by correspondance
Jury d'Etat (7.3)	State examining-board
Jury d'Etat de l'enseignement secondaire inférieur (7.31)	State examining-board for lower secondary schools
Certificat de l'enseignement secondaire inférieur (7.31)	Lower secondary school certificate
Jury d'Etat de l'enseignement moyen supérieur (7.32)	State examining board for upper secondary general schools
Certificat d'études moyennes supérieures (7.32)	Upper secondary general school certificate
Diplôme d'aptitude à accéder à l'enseignement supérieur (7.32)	Diploma to enter universities and institutions of higher learning
Jury d'Etat de l'enseignement technique secondaire supérieur (7.33)	State examining board for upper secondary technical schools
Diplôme de l'enseignement technique secondaire supérieur (7.33)	Upper secondary technical school diploma
Diplôme d'aptitude à accéder à l'enseignement supérieur (7.33)	Diploma enabling to accede to institutions of higher learning

B. Alphabetical list

Académie (4.7)

Agrégé de l'enseignement secondaire inférieur (6.3, 6.4)

Agrégé de l'enseignement secondaire supérieur (6.5)

Athénée (4.42)

Brevet (4.36)

Certificat de l'enseignement secondaire inférieur (7.31)

Certificat d'études moyennes supérieures (4.32, 7.32)

Certificat d'humanités (4.32)

Collège (4.44)

Commission d'homologation (4.32, 4.34)

Conservatoire (4.7)

Cycle d'observation et d'orientation (4.25)

Cycle secondaire inférieur (4.21)

Cycle secondaire supérieur (4.3)

Diplôme d'aptitude à accéder à l'enseignement supérieur (4.32, 4.38, 7.32, 7.33)

Diplôme de l'enseignement technique secondaire supérieur (4.34, 7.33)

Ecole gardienne (3.1)

Ecole maternelle (3.1)

Ecole moyenne (4.41)

Ecole multilatérale (4.5)

Ecole normale gardienne (6.1)

Ecole normale moyenne (6.3)

Ecole normale technique moyenne (6.4)

Ecole normale primaire (6.2)

Ecole primaire autonome (4.11)

Ecole professionnelle secondaire complémentaire (4.35)

Ecole professionnelle secondaire inférieure (4.62)

Ecole professionnelle secondaire supérieure (4.62)

Ecole technique secondaire inférieure (4.61

Ecole technique secondaire supérieure (4.61)

Education préscolaire (3)

Enseignement à temps partiel (7.1)

Enseignement à scolarité ordinaire ou à temps plein (7.1)

Enseignement de formation artistique (4.37)

Enseignement de formation générale (4.22, 4.31)

Enseignement de formation professionnelle (4.24, 4.35)

Enseignement de formation technique (4.33, 4.23)

Enseignement du deuxième niveau (4.2)

Enseignement du premier niveau (4.1)

Enseignement moyen (4.22)

Enseignement par correspondance (7.2)

Enseignement primaire (4.1)

Enseignement secondaire (4.2)

Enseignement technique supérieur (5)

Etablissement d'enseignement artistique (4.7)

Etablissement d'enseignement moyen ou de formation générale (4.4)

Etablissement d'enseignement technique et professionnel (4.6)

Examen de maturité (4.32)

Institut (4.44)

Instituteur ou institutrice primaire (6.2)

Institutrice gardienne (6.1)

Jury d'Etat (7.3)

Jury d'Etat de l'enseignement moyen supérieur (7.32)

Jury d'Etat de l'enseignement secondaire inférieur (7.31)

Jury d'Etat de l'enseignement technique secondaire supérieur (7.33)

Licencié (6.5)

Lycée (4.43)

Quatrième degré primaire (4.21, en note)

Technicien (4.33)

Université (6.5)

CYPRUS

Description of school system

1 GENERAL PRINCIPLES OF EDUCATION

1.1 According to Articles 86 and 87 of the Cyprus Constitution the Greek and the Turkish Communal Chambers are responsible for the education of their respective communities, by whose members they are elected.

However, as is mentioned in paragraphs 2.2 and 2.3, the Greek Chamber was dissolved on 31 March 1965 in a move to unify the government services, and the Chamber's responsibilities and rights were taken over by the Council of Ministers and the Minister of Education.

Religious minorities are entitled, according to Article 109 of the Constitution, to be represented by one or more members in either Communal Chamber : the Chamber chosen by the minorities was the Greek Communal Chamber.

It can thus be seen that in addition to the Turkish community which enjoys full autonomy regarding the education of its members, the other minorities too have a major say in the education of their members. In accordance with special arrangements, the Armenian schools have their own independent governing bodies.

The rights of the religious minorities were preserved after the dissolution of the Greek Communal Chamber.

1.2 In this way, equality of educational opportunity and freedom in relation to the medium of instruction and the teaching of national ideals and traditions are safeguarded. There is also absolute religious freedom. Religious teaching is given according to the religion and denomination of the children.

1.3 Public schools are open to all pupils without any discrimination of nationality, race, language or religion.

1.4 The establishment of private or foreign-run schools is allowed, provided that certain standards of, for example, sanitation, staff qualifications, and minimum levels of achievement are observed.

1.5 Attendance at school of children between the ages of 6 and 12 is compulsory, and the school committees (see 2.7) are responsible for the provision of the necessary school buildings and their adequate equipment. Legal measures are taken against those parents who fail to see that their children of compulsory age attend school regularly.

1.6 Primary education is free. Textbooks and all writing material are also free. Secondary education is not free. The pupils of general secondary schools pay an average annual fee of £25, while those of technical, vocational and agricultural schools pay a fee of £12. (The total annual cost per pupil is £40 and £71 respectively). 25 % of the pupils of all public schools are fully or partly exempted from the payment of fees on the basis of lack of means and scholastic achievement.

1.7 Because of the uniformity of the schools and the use of similar curricula and syllabuses in all the schools of the same type, the transfer of a pupil from one area to another is very easy. Transfer from one type of school to another is also possible provided that the children succeed in the prescribed examinations. For those wishing to transfer to a technical school, additional requirements have to be met.

1.8 The aims of education in Cyprus are to provide the individual with the intellectual and emotional basis necessary for adult life in a free and democratic society (national and international), to help him to meet his personal physical, intellectual and emotional needs, to foster and develop his interests, and to prepare him for his eventual vocational orientation and for adult life.

1.9 The economic and social needs of the island are given careful consideration in the organisation and development of education. Particular attention is given to ensuring the training of the specialist manpower necessary for the economic and social development of the island.

2 ADMINISTRATION

The information given below concerns mainly the administration and organisation of the education of the Greek community and the religious minorities except the Turkish, i.e. of 82 % of the island's inhabitants. Owing to the political situation still prevailing it has, unfortunately, not been possible to include up-to-date information on any changes or reforms introduced or planned.

2.1 Turkish education is administered by the Turkish Communal Chamber and the Turkish Education Office.

2.2 The Greek Communal Chamber was dissolved on 31 March 1965 and the Ministry of Education was established in its place (Law 12/1965).

2.3 The Council of Ministers approves the educational policy, on the advice of the Minister of Education, and authorises all regulations concerning the public schools. The Council of Ministers also prepares the educational budget and submits it to the House of Representatives for approval.

2.4 Educational policy is implemented by the Education Division of the Ministry of Education. This comprises three Departments, those of primary education, of higher and secondary education, and of technical, vocational and agricultural education. In charge of every Department there is a Head, who is responsible for the administration of the respective schools and their staffs. In his duties he is helped by the Chief Inspector of his Department.

2.5 The Inspector's duties are to advise and guide the teachers, to discuss with them and the headmasters educational problems that arise, to organise refresher courses, to inspect the teachers and the schools and to report to the Head of his Department.

2.1 The Educational Service Commission is the appropriate body for the appointment, transfer, promotion and discipline of inspectors and teachers. This Commission consists of five members, of whom three are appointed by the President of the Republic and two are ex officio, i.e. the Director of the Personnel Department of the Public Service and the appropriate departmental Head of the Ministry of Education.

2.7 The school committees consist of five to nine members who are appointed for two years by the Council of Ministers on the advice of the Minister of Education. In rural areas the village authorities also act as school committees, unless the Council of Ministers decides otherwise. The school committees have an advisory capacity on matters of staffing. They are primarily responsible for the construction and maintenance of school buildings and grounds (always on the advice of and according to plans provided by the Technical Section of the Ministry of Education) and their adequate equipment. They also provide medical care for all pupils and school meals for poor ones. Their funds are obtained chiefly from government grants according to the type of school and proportionate to the number of pupils (£2 per primary school child, £2 per urban secondary school child, £4 per rural secondary school child and £8 per 8-grade primary school child) from special allowances (£20 per teacher to cover the expenditure of the latter's rent, a special allowance for the construction of school buildings, the improvement of school grounds and the provision of meals to poor children) and from educational taxation. For primary schools educational taxation is in the form of rates on real property (15 % on the assessed price) in urban areas and a personal tax on all the adult inhabitants, proportionate to their means in rural areas. As far as secondary schools are concerned, a special fee is charged proportionate to the parents' means.

2.8 The cost of the construction, maintenance and equipment of technical, vocational and agricultural school buildings is met from the national budget. This is also the case with the salaries of all public school staffs.

3 PRE-PRIMARY EDUCATION (*Nipiagogion*)

3.1 Infant schools : Pre-primary education is voluntary and mostly private. In order, however, to encourage the spread of these institutions and to provide the right model for the private ones, the educational authorities have established a small number of public schools in the towns. At the same time they see that the private infant schools function satisfactorily and that the staff are qualified. The infant schools, both private and public, are normally attended by children of 3-5½ years old.

4 PRIMARY AND SECONDARY EDUCATION (general, technical and vocational) (Stages I to III)

4.1 *Demotikon Scholion* (the primary school) of Cyprus is generally unified and co-educational. The duration of the course is six years (6-12).
The aim of the school is not simply to prepare pupils for secondary education but also to foster the physical, spiritual and mental qualities of children and at

the same time to provide them with the necessary knowledge and skills and to prepare them for life. Primary school education is therefore general in character. Special emphasis has, however, been placed during the last few years on music and art.

During the last few years a small number of primary schools have been divided, on an experimental basis, into two separate schools, i.e.

4.11 *Katotera Mikta Scholia* (the lower mixed schools) comprising the lower three classes, and

4.12 *Anotera Mikta Scholia* (the higher mixed schools) comprising the higher three classes.

4.2 *Oktataxia Demotika Scholia* (8-grade primary schools)—g(G) I 8—are essentially a two-year extension of the primary schools in some large villages.

These schools, which have been functioning since 1959, serve those children who, after finishing the primary school, were, for one reason or another, unable at that time to obtain admission to a secondary school. The curriculum comprises mainly subjects of general knowledge with some agricultural and technological knowledge (woodwork and metalwork) for the boys and domestic science for the girls.

Those who obtain a leaving certificate from these schools are accepted in the second class of the 4-year vocational schools without entrance examinations or in the third class after a special examination. A special examination is also required of those wishing to enter a secondary school of general education.

Nevertheless, the majority of them become farmers or register with the Apprenticeship Training System.

4.3 *Katoteros Kyklos* (*Gymnasion*) (lower cycle (*gymnasium*)) G II 3.

This type of school admits those who have completed the primary school course after they have also competed successfully in the entrance examinations. The curriculum is intended to complete the general knowledge provided by the primary school and to raise the standard of the basic knowledge to be possessed by every citizen in view of the increased needs of our time.

4.31 The subjects taught at this type of school are : religious instruction, ancient and modern Greek, mathematics, natural sciences, English, history, civics, geography, music, art and physical education.

4.32 Since the beginning of the school-year 1966-67 some rudimentary technical instruction (woodwork, metalwork and technology) has been introduced in a number of gymnasia (two or three periods weekly). It is intended to extend gradually the teaching of these subjects into all the gymnasia. It is also intended that the gymnasium shall gradually replace the lower cycle of all the existing technical, vocational and agricultural schools.

4.4 *Anoteros Kyklos* (*Lykion*) (upper cycle (*lyceum*)) G III 3.

4.41 The *lyceum* is intended to offer a broader general knowledge to those who will proceed to the professions or to posts requiring higher qualifications, to give some form of specialisation and to prepare those intending to pursue higher studies.

There are five types of *lycea* :

4.42 *Classicon Lykion* (the classical *lyceum*) which places special emphasis on the humanities.

4.43 *Lykion Thetikon Epistimon* (the science *lyceum*) which lays more stress on the sciences, especially on mathematics, physics and chemistry.

4.44 *Ikonomikon Lykion* (the commercial *lyceum*) which places special emphasis on foreign languages (English and French) and on commercial and economic subjects.
A slightly different type of this school with more specialisation in foreign languages and practical office work has been successfully tried.

4.45 *Technicon Lykion* (technical *lyceum*) : This type of school trains technical assistants in four branches (mechanical engineering, electrical engineering, civil engineering and architecture and auto-mechanics).

4.46 *Georgikon Lykion* (agricultural *lyceum*) (higher cycle of the 6-year agricultural gymnasium) : This type of school provides appropriate specialisation in agricultural subjects, botany and animal husbandry.

4.5 *Angloelliniki Scholi* (Greek-English school) : A very common type of private school. Its major aims are to teach English and to a lesser degree French and to prepare pupils for GCE examinations.
It is a 6-year school with specialisation in the top three classes on the lines of an English " Grammar School ".

4.6 Vocational schools : The following types of vocational schools function in Cyprus :

4.61 *Techniki Epangelmatiki Scholi* (vocational technical school) which trains craftsmen (electricians, auto-mechanics, carpenters, cabinet-makers, smith-joiners, plumbers, builders etc.).

4.62 *Emporiki Epangelmatiki Scholi* (vocational commercial school) which trains clerks, typists and assistant accountants.

4.63 *Emporiki ke Techniki Epangelmatiki Scholi* (vocational commercial and technical school) which combines the above two types of vocational schools.

4.64 *Scholi Xenodochiacon Epangelmaton ke Ikiakis Ikonomias* (vocational school for catering occupations and house-keeping). This type of school admits primary school leavers and is of four years' duration. Specialisation is limited in the top two classes, the first two being used for general education.

4.65 *Xenodochiaki Scholi* (hotel school) of the Ministry of Labour, of one or two years' duration according to the particular specialisation (chamber-maids, waiters, cooks). It admits graduates of the *gymnasia* after they have passed an entrance examination.
In addition to specialised subjects, the curriculum comprises general subjects (Greek, English, French, German, geography and civics).
The school is run by a governing body appointed by the Ministry of Labour. There is no administrative tie-up between this body and the Ministry of Education.

4.66 *Scholi Nosokomon ke Meon* (vocational school for nurses and midwives) under the Ministry of Health. It comprises the following five branches :

— Branch of registered general nurses, with a 3-year course, in which graduates of *lycea* are admitted.
— Branch of assistant nurses, with a 2-year course, which admits graduates of *gymnasia*.
— Branch of midwives, with a 2-year course. The students must be graduates of the *gymnasia*.
— Branch of community health visitors, with a 3½-year course. The students must be graduates of the *gymnasia*.
— Branch of community health inspectors, a course of one year's duration. The students must be graduates of the *lycea*.

4.67 *Sistima Mathitias* (Apprenticeship Training Scheme) trains young persons (14-18 years old) working in industry and unable to be otherwise trained. Twice a week the apprentices attend technical schools where they are taught general subjects (Greek, English, mathematics and technology) and at the same time they have practical training in their vocation. During the current school-year there are apprentices in the following fields of specialisation : welder-plumbers, auto-mechanics, machinist-fitters, craftsmen of metal structures, electricians, builders, carpenters and cabinet-makers, silversmiths and goldsmiths.

4.7 Special schools
These are schools for blind, dumb and deaf and mentally retarded but educable pupils. Their aim is to help these physically or mentally handicapped people to become, as far as possible, self-reliant and responsible adults.

5 TECHNICAL AND VOCATIONAL EDUCATION (Stage IV)

5.1 From the beginning of the school-year 1968-69 the *Anoteron Technologicon Instituton* (Higher Technical Institute) began functioning in Cyprus with financial aid from the UN Development Programme Special Fund. The duration of the course is three years and it offers the following specialisations : civil engineering, mechanical engineering, electrical engineering and technical training.
The graduates of the Institute will occupy key positions in industry or become instructors in technical schools.
The Institute admits graduates of the *lycea* after they pass an entrance examination. The medium of instruction is English.

5.2 *Instituton Xenodochiacon Epangelmaton* (Institute for Hotel and Catering Personnel). This Institute began functioning from the beginning of the school-year 1968-69. Its aims are to train prospective teachers for the hotel schools, and those who will occupy positions of the highest level in the tourist industry.

5.3 *Dasikon Collegion* (Forestry College). This College is under the direction of the Ministry of Agriculture and Natural Resources. It admits graduates of the *lycea* after they have passed an entrance examination.

6 TEACHER TRAINING

6.1 Primary school teachers are trained at the Pedagogical Academy which belongs to higher education and admits graduates of the *lycea* after they have passed the entrance examinations. The duration of the course is three years. No fees are paid. The students receive a monthly allowance for their upkeep.

6.2 Secondary school teachers are all graduates of the universities or other schools of higher education.
Greek university graduates have some kind of professional training. Most of the others have not. The Ministry of Education organises summer courses on educational psychology and the theory and practice of teaching, the attendance of which entitles those university graduates who have no professional training to become " A " grade teachers.

7 ADULT EDUCATION

7.1 Adult education is provided in the following types of schools :

7.11 *Nykterina Epimorphotika Kentra* (Evening Educational Centres). These centres function in the rural areas and are generally staffed by the village teachers.

7.12 *Instituton Xenon Glosson* (Institute of Foreign Languages). These institutes run afternoon and evening classes in foreign languages and commercial subjects in all urban areas.

7.13 *Nykterini Techniki ke Epangelmatiki Scholi* (Evening Technical and Vocational School). This school offers theoretical and practical training to craftsmen and skilled workers. The duration of the course is three years.

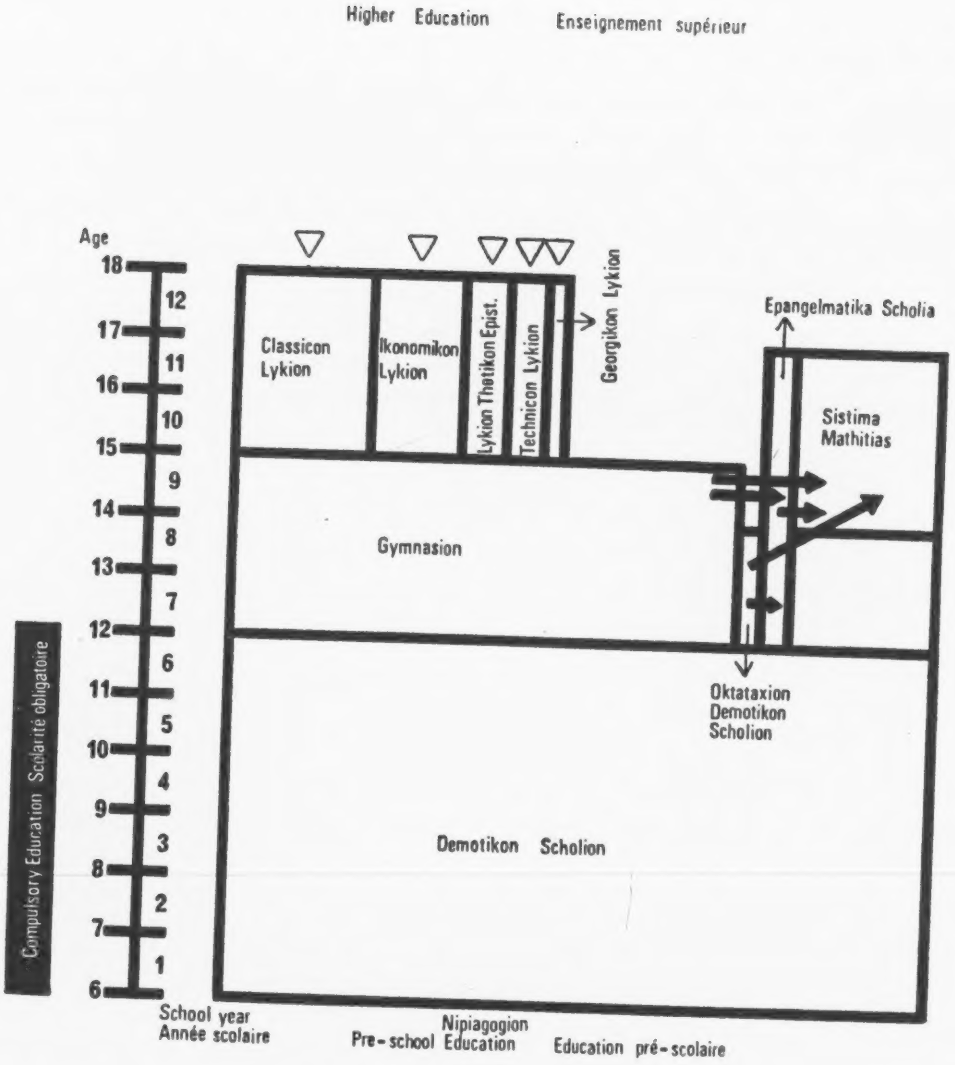
7.14 *Nykterini Emporiki Epangelmatiki Scholi* (Evening Vocational Commercial School). This school offers theoretical and practical training for clerical jobs. It lays special emphasis on the teaching of English.

7.15 *Kentron Paragogikotitos* (Productivity Centre). An institution which offers courses in business administration and specialised vocational instruction in the metal trades (welding) and in the automotive trades (diesel engines).

(1968)

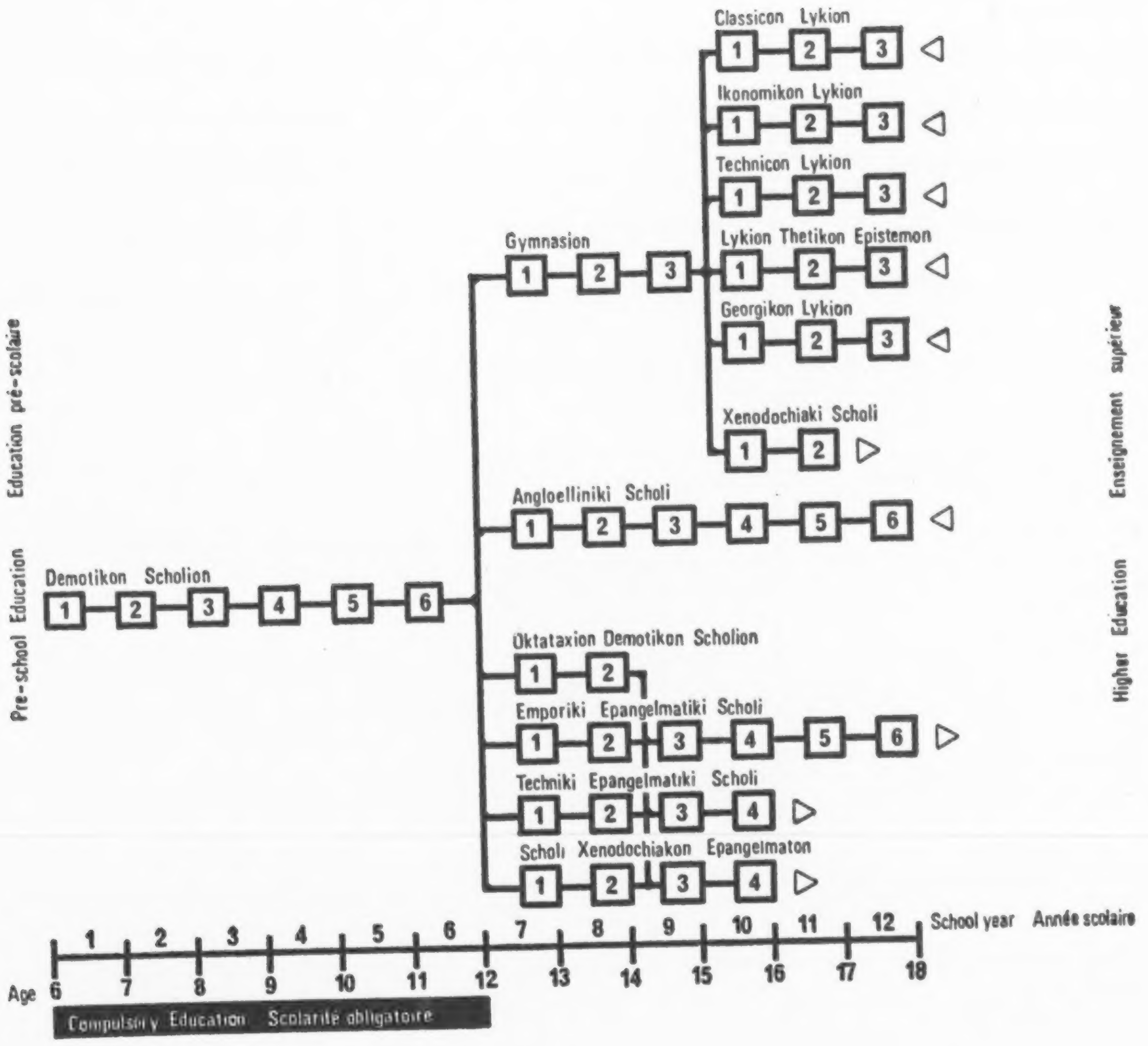
Cyprus
Chypre

Diagram 1


Higher Education
Enseignement supérieur
Age
18
17
16
15
14
13
12
11
10
9
8
7
6
12
11
10
9
8
7
6
5
4
3
2
1
Classicon Lykion
Ikonomikon Lykion
Lykion Thetikon Epist.
Technicon Lykion
Georgikon Lykion
Epangelmatika Scholia
Sistima Mathitias
Gymnasion
Oktataxion Demotikon Scholion
Demotikon Scholion
Compulsory Education Scolarité obligatoire
School year
Année scolaire
Nipiagogion
Pre-school Education
Education pré-scolaire

Cyprus
Chypre

Diagram 2


Pre-school Education Education pré-scolaire
Demotikon Scholion
Gymnasion
Classicon Lykion
Ikonomikon Lykion
Technicon Lykion
Lykion Thetikon Epistemon
Georgikon Lykion
Xenodochiaki Scholi
Angloelliniki Scholi
Oktataxion Demotikon Scholion
Emporiki Epangelmatiki Scholi
Techniki Epangelmatiki Scholi
Scholi Xenodochiakon Epangelmaton
Higher Education Enseignement supérieur
School year Année scolaire
Age
Compulsory Education Scolarité obligatoire

	Explanatory list of terms	*Index*
	A. CLASSIFIED LIST	A. INDEX METHODIQUE
Nipiagogion (3.1)	Nursery school	Ecole maternelle
Demotikon Scholion (4.1) 1 6	Primary school	Ecole primaire
Katoteron Mikton Scholion (4.11)	Lower mixed school	Ecole primaire inférieure mixte
Anoteron Mikton Scholion (4.12)	Higher mixed school	Ecole primaire supérieure mixte
Oktataxion Demotikon Scholion (4.2) g (G) I 8	8-grade primary school	Ecole primaire à huit classes
Gymnasion (4.3) G II 3	*Gymnasium*	Gymnase
Lykion (4.4) G III 3	*Lyceum*	Lycée
Classicon Lykion (4.42) G III 3	Classical *lyceum*	Lycée classique
Lykion Thetikon Epistemon (4.43) G III 3	Science *lyceum*	Lycée de sciences exactes
Ikonomikon Lykion (4.44) G III 3	Commercial *lyceum*	Lycée commercial
Technicon Lykion (4.45) V III 3	Technical *lyceum*	Lycée technique
Georgikon Lykion (4.46) V III 3	Agricultural *lyceum*	Ecole d'agriculture
Angloelliniki Scholi (4.5) G II 3 + III 3	Greek-English school	Ecole anglo-grecque
Techniki Epangelmatiki Scholi (4.61) v (V) II 2 + III 2	Vocational technical school	Ecole professionnelle technique
Emporiki Epangelmatiki Scholi (4.62) v (V) II 3 + III 3	Vocational commercial school	Ecole professionnelle commerciale
Emporiki ke Techniki Epangelmatiki Scholi (4.63) v (V) II 2 + III 2	Vocational technical and commercial school	Ecole professionnelle technique et commerciale
Scholi Xenodochiacon Epangelmaton ke Ikiakis Ikonomias (4.64) v II 2 + III 2	School for catering occupations and domestic science	Ecole professionnelle d'enseignement hôtelier et ménager
Xenodochiaki Scholi (4.65) v III 1 or 2	Hotel school	Ecole hôtelière
Scholi Nosokomon ke Meon (4.66) v III 2 or 3 1/2 and IV 1 or 3	School for nurses and midwives	Ecole d'infirmières et de sages-femmes
Sistima Mathitias (4.67) pt II 3 or 4	Apprenticeship training system	Centre d'apprentissage
Idika Scholia (4.7)	Special schools	Ecole spéciale
Anoteron Technologikon Instituton (5.1) V IV 3	Higher technical institute	Institut supérieur de technologie
Instituton Xenodochiacon Epangelmaton (5.2) V IV 1 or 2 or 3	Hotel training institute	Institut de formation hôtelière

	Explanatory list of terms	*Index*
Dasikon Collegion (5.3)	Forestry college	Ecole forestière
V IV 2		
Pedagogiki Akademia (6.1)	Pedagogical academy	Académie pédagogique
Nykterina Epimorphotika Kentra (7.11)	Evening educational centres	Centres d'enseignement du soir
Instituton Xenon Glosson (7.12)	Institute for foreign languages	Institut de langues étrangères
Nykterini Techniki ke Epangelmatiki Scholi (7.13)	Evening technical and vocational school	Ecole technique et professionnelle du soir
pt 3		
Nykterini Emporiki Epangelmatiki Scholi (7.14)	Evening vocational commercial school	Ecole professionnelle commerciale du soir
Kentron Paragogikotitos (7.15)		Centre de productivité

B. ALPHABETICAL LIST

Angloelliniki Scholi (4.5)
Classikon Lykion (4.42)
Demotikon Scholion (4.1)
Emporiki Epangelmatiki Scholi (4.62)
Georgikon Lykion (4.46)
Gymnasion (4.3)
Ikonomikon Lykion (4.44)
Lykion (4.4)
Lykion Thetikon Epistemon (4.43)
Nipiagogion (3.1)
Oktataxion Demotikon Schollon (4.2)
Scholi Xenodochiakon Epangelmaton ke Ikiakis Ikonomias (4.64)
Sistima Mathitias (4.67)
Techniki Epangelmatiki Scholi (4.61)
Technicon Lykion (4.45)
Xenodochiaki Scholi (4.65)

DENMARK

Description of school system

1 GENERAL PRINCIPLES OF EDUCATION

Education is compulsory for children of 7 to 14 years of age. However, if the parents so desire, children may be admitted to school at the beginning of the school year in which they have reached 6½ years of age. A proposal to extend the period of compulsory education from 7 years to 9 years as from 1972-74 has been included in the programme of the 1967-68 session of parliament. 89.3 % of all children in 1968 reached the 8th form and 76.6 % the 9th form.
Freedom in education allowing for co-existence of a public educational service and private schools receiving state aid subject to supervision is a basic principle in Denmark.
In public schools of general formal education and in technical and vocational schools instruction is free, and in the public general education system textbooks, teaching material and aids are also free of charge.
Regulations for curricula are issued by the Ministry of Education but as far as the primary and lower secondary schools are concerned such regulations are to be considered merely as suggestions, the municipal authorities having the power to issue curriculum regulations.
Teachers are free to use any relevant textbook on the market as well as to employ their own teaching methods. The Ministry does not approve textbooks for general education or make suggestions for their use.
All final examinations are state examinations supervised by the Ministry of Education. Students may sit for examinations in general education even if they have not participated in the formal instruction leading to the examination in question.

2 ADMINISTRATION

2.1 Central administration

The Ministry of Education is responsible for all branches of general education, for teacher training (primary and lower secondary school teachers), technical and commercial training, agricultural training and higher education.
The Department (departmental authority) is the secretariat for the Minister, and is consequently responsible for education in general. It prepares bills, issues acts and governmental notices, works out the budget, subsidises education and administers and provides funds for education and school building activities.

2.2 Administration of education below that of university level is in the charge of four directorates :

— *Direktoratet for Folkeskolen og Seminarierne* (Directorate for Primary and Lower Secondary Education and Teacher Training).

— *Direktoratet for Gymnasieskolerne og HF* (Directorate for Higher Secondary Education).

— *Direktoratet for Ungdomsundervisningen* (Directorate for Youth and Adult Education).

— *Direktoratet for Erhvervsuddannelserne* (Directorate for Technical and Vocational Education).

The Ministry is assisted by boards, councils and committees set up to advise it in the various fields of education.

Certain special fields of education, however, are under the authority of other Ministries, e.g :

— Training of unskilled workers and continuation courses for skilled workers : Ministry of Labour.

— Training of navigators and seamen : Ministry of Commerce.

— Training of social welfare personnel : Ministry of Social Affairs.

— Training of nurses and hospital personnel : Ministry of the Interior.

2.3 Local and regional administration

2.31 *Folkeskolen* (public primary and lower secondary school) is a municipal school receiving state grants. The local authority is the *Kommunalbestyrelse* (Municipal Council).

Supervision of local authority schools is in the hands of the *Skolekommission* (School Committee) comprising six members appointed by the Municipal Council. This committee consists of members of the Municipal Council and parents' representatives.

The *Skolenævn* (School Board) consisting of one member of the Municipal Council and two or four parents' representatives is appointed for each school in the district.

The *Lærerråd* (Teachers' Council) consisting of all teachers employed by each school is to be consulted on all important matters.

The day-to-day administration of a school is carried out by the *Skoleinspektør* (School Principal).

Larger towns normally appoint a *Skoledirektør* (director of schools) who is responsible for administration of all educational matters within primary and lower secondary education.

The local school authorities of the towns are under direct control of the Ministry, while in rural areas a *Skoledirektion* (county school board) has the supervision of education assisted by an *Amtsskolekonsulent* (county school advisory officer).

In Copenhagen the education authorities have a large measure of independence.

Private primary and lower secondary schools and courses are not under the supervision of the local authorities.

2.32 *Gymnasieskolen* and *Højere Forberedelseseksamen* (higher secondary schools) are normally state schools under direct control of the Ministry. However, quite a number of these schools are municipal, and in this case they are under the supervision of the above-named local authorities.

Some schools are private or self-governing institutions and thus under a limited control of the Ministry.

The *Rektor* (headmaster) is responsible in educational matters as well as in the administration of the school.

2.33 For technical and vocational education there is no regional or local municipal administration. These schools are all self-governing, under direct supervision of the Ministry. A *Bestyrelse* (school board) composed of representatives of employers' organisations, trade unions and normally also the municipal authorities is in charge of the school, while the day-to-day administration is in the hands of a *Forstander* or *Direktør* (principal). The board may be advised by local *Fagkomiteer* (joint trade committees).

2.34 *Teknika* (technical colleges) are self-governing, and administered by independent bodies composed of representatives of local industry, labour unions, municipal authorities. The Ministry and the *Rektor* (president) of the college also have a vote in decisions taken. The colleges are under the supervision of the Ministry, but the control as regards educational functions is limited.

2.35 *Seminarierne* (teacher training colleges) may be financed either totally by the state or partly by public funds and partly by private funds in which latter case they are self-governing. The administration of a teacher training college is in the hands of a *Rektor* (principal) assisted by the *Lærerrådet* (teachers' council).

2.36 *Ungdomsskoler* and *Aftenskoler* (youth schools and evening schools) are regionally administered by *Amtsungdomsnævnet* (county youth council) which is assisted by a *Konsulent* for *Ungdomsundervisningen* (county youth school advisory officer). The administration at the local level is in the hands of an *Ungdomsnævn* (municipal youth committee).

3 PRE-PRIMARY EDUCATION

3.1 *Børnehave* (*kindergarten*). This term is applied to any day-care institution devoted to early childhood education for children from 2½ to 7 years of age when compulsory education begins. Many of the children spend the whole day in these nursery schools because their mothers are working outside their homes. They are either private or municipal institutions under the administrative control of the Ministry of Social Security.

3.2 *Børnehaveklasser* (pre-school classes) are voluntary and provided for children of the age-group 5-7 years, i.e. below the age of compulsory education. The objective of such classes is to keep the children occupied in a pedagogical setting and to make them familiar with the daily routine of the school, while, on the other hand, teaching proper is deprecated.

4 PRIMARY AND SECONDARY EDUCATION (general, vocational and technical) (Stages I to III)

Folkeskole (municipal public school) consisting of *Hovedskole* (elementary school) for children within the age of compulsory education, 8.-10. *klasserne* (lower secondary non-examination department) and *Realafdelingen* (lower secondary examination department).

4.1 Primary education g I 7

Hovedskole (elementary school) covering the 7 years of compulsory education, is in practice not streamed, and no examinations are held during this period. The children pass through the seven forms according to age, progress, maturity and ability.

A certain differentiation may, however, take place in the 6th and 7th forms where instruction in foreign languages and mathematics normally begins. Most classes in these forms continue, however, unstreamed.

4.2 Lower secondary education

After the 7th form children may continue their education either in the 8th, 9th and 10th forms of the lower secondary non-examination department or in the 1st-3rd forms of the lower secondary examination department, according to their abilities and wishes.

4.21 The 8th-10th forms g II 1-3

A certain differentiation may take place. Optional subjects may be studied in 10 weekly lessons in the 8th form, 14 weekly lessons in the 9th form and 16 weekly lessons in the 10th form. Most pupils choose English, German, typing and home economics or workshop activities. Instruction in these forms must not, however, be vocationally biased.

At the termination of the 9th and 10th forms the pupils may, if they so wish, sit for an examination, the *Statskontrollerede Prøve efter* 9. *eller* 10. *klasse* (the leaving examination at the termination of the 9th or 10th forms) for which a certificate is issued showing the results obtained. If they do not wish to sit for an examination they are nevertheless entitled to receive a certification of their attainments in their principal subjects and a report on their interests and aptitudes. After having attended the 9th form the pupil may be admitted, for instance, to commercial schools for apprentices in trade, shop or office and to pre-school teacher training colleges.

4.211 Pupils who have studied the following optional subjects : mathematics, physics, chemistry, and one foreign language, may at the termination of forms 9 or 10, sit for the *Teknisk Forberedelseseksamen* (preliminary technical examination) and at the termination of the 10th form for *Udvidet Teknisk Forberedelseseksamen* (intermediate technical examination) (g(G) II 1-2).

After having passed the preliminary technical examination the students may continue their studies for qualifications as technicians or in other middle-level fields of training, while successful candidates at the intermediate technical examination may enter *Teknika* (technical colleges).

4.22 *Realafdelingen* (lower secondary examination department) g II 3

Pupils are admitted to the 1st form of the *Real* Department from the 7th form of the main school provided that, according to the evaluation of the school, they are considered suited, likely to profit from the instruction given and to be able to complete the 3-year course satisfactorily. If a pupil is considered not suited for the *Real* Department he may upon request be allowed to sit for a test with a view to proving his suitability.

The curriculum comprises English, German, mathematics and science subjects. Mathematics, however, is optional in the 3rd form. Latin and French are offered as optional subjects in this form.

Successful candidates at the final examination, *Realeksamen*, (lower secondary school leaving examination) are admitted to several middle-level fields of education, technical colleges (after completion of an apprenticeship or a workshop school training) as well as courses leading to the higher preparatory examination. From the 2nd or 3rd form pupils may enter the *Gymnasium* (higher secondary school).

4.23 Pupils who have not attended instruction in the *Realafdeling* may prepare for the *Realeksamen* at day or evening courses, the duration of which is 1-2 years.
g II 2 (pt)
Special education is provided for mentally and physically handicapped pupils either in ordinary classes, special classes or in special school departments in all institutions within the public school system.

4.3 Higher secondary education

4.31 Courses leading to *Højere Forberedelseseksamen* (higher preparatory examination) G III 2
These courses are open to any pupil having sufficient educational background, but most of the pupils admitted have already passed the lower secondary school leaving examination or the leaving examination at the termination of the 10th form.
The curriculum comprises the following compulsory and optional subjects, divided into four half-year syllabuses : Danish, religious knowledge, history, biology, geography, mathematics, physics, chemistry, English, French, German, creative activities and physical education, options being regulated through a required number of " credits ". The leaving examination will give access to teacher training colleges and to certain other fields of education, regulations concerning which are under consideration.

4.32 *Gymnasium* (higher secondary school) G III 3
Admission to the *Gymnasium* is obtained from the 2nd form of the lower secondary examination department on the basis of a statement issued by the school to the effect that the pupil in question is considered " qualified " or " perhaps qualified " for studies at the *Gymnasium* level. One third of the pupils have, however, passed the *Realeksamen* before entering.
The *Gymnasium* is divided into two lines : the language and the mathematics lines. After the 1st form, pupils are divided according to fields of study into the following branches :
the language line : modern languages, classical languages, and civics ;
the mathematics line : mathematics-physics, natural sciences, and civics
The curriculum of the *Gymnasium* comprises the following subjects : Danish, Latin/Greek, English, German, French/Russian, history, classical culture, mathematics and general science subjects as well as religious knowledge with special emphasis on subjects particularly relevant to the selected line and branch of study.
The final examination at the termination of the 3rd form, *Studentereksamen* (higher secondary school leaving examination), in any of the above-mentioned branches of study is a matriculation examination giving access to universities and other institutes of higher education. However, entrance to certain faculties is open only to students who have passed in particular branches, and students from other branches are obliged to pass a subsidiary examination in subjects relevant to their future field of study.

4.33 *Studentereksamenskursus* (courses leading to the higher secondary school leaving examination) are provided for pupils wishing to sit for this examination without having attended the *Gymnasium*. These courses are provided under state and municipal or private auspices and students following them eventually sit for *Studentereksamen* before an examination committee appointed by the Ministry of Education.

Access to such 2 years' day or evening courses is open to students having passed *Realeksamen*.

4.4 Technical and vocational education

4.41 Training of unskilled workers

Vocational courses, e.g. in the fields of construction and transport, are offered at *Ungdomsskoler* (youth schools) to pupils in the 14-18 age-group. Such courses are of 2 years' duration and comprise a minimum of 300 lessons.

Vocational training courses of 3 weeks' duration for persons over 18 years of age have been organised for employed non-skilled workers or for skilled workers who are obliged to change over to other fields of employment. Within a certain number of trades such courses make up part of a series of courses, between which the trainee must take part in actual industrial practice.

Special state institutions offer such courses in which particular attention is paid to practical training in workshops and laboratories.

At the end of most of these courses the participants are given an opportunity to demonstrate the benefits obtained from the instruction through passing a test for which they will receive a certificate.

Participation in certain courses covering construction and industry will give access to further training as technicians.

4.42 *Lærlingeuddannelse* (apprenticeship training) (V) v III 3-4

Apprenticeship contracts may be entered into between a young person of not less than 14 years of age, who has completed his compulsory education, and a private firm or enterprise recognised for the purpose of training in an approved field of commerce, office or retail trade, handicraft and industry in which the practical training is to take place.

4.421 Apprenticeship within the Commerce, Office and Retail Trade (III 2-4 pt)

Applicants for apprenticeship training must have passed the examination at the termination of the 9th form of the public school or any other corresponding or higher examination.

The period of training is from 2-4 years depending on age and previous education. In addition to the practical training in the office or shop of the person or firm responsible for this training, the apprentice must attend a *Butikslærlingeskole* (retail shop apprentice school) or a *Kontorlærlingeskole* (office apprentice school), for a total of 720-800 lessons of day-school instruction as preparation for passing the *Handelsmedhjælpereksamen* (commercial assistants examination) if they have not already passed the *Handelseksamen* (commercial examination). After having finished the apprenticeship training period and passed the *Handelsmedhjælpereksamen*, the apprentice will receive a *Lærebrev* (certificate of completed apprenticeship training).

4.422 Apprenticeship training in handicrafts and industry (III 2-4 pt)

The training period in the different fields of handicraft or industry, of which there are about 100, is from 3-4 years during which period the apprentice will receive his practical training in the workshop or industrial plant of the employer. Theoretical training is given at *Tekniske lærlingeskoler* (technical schools for apprentices).

The apprentices are released from work with full pay for certain periods each year of the apprenticeship period to attend day-classes at technical schools. Classes are so arranged that they are attended by apprentices from the same or closely related trades and the same level of training. The total number of lessons given is 750-1775, varying according to the fields of trade.

At the termination of the apprenticeship period, the apprentice must attempt his journeyman's test for which he is entitled to receive his *Svendebrev* (certificate of apprenticeship training) which in certain fields of trade will give access to (and in a number of cases is a pre-requisite for) further technical and vocational training.

4.43 *Handelsskoler* (commercial schools) (V) v III 1

For admittance it is required that the student has passed the *Handelsmedhjælpereksamen* and the 9th or 10th forms leaving examinations, *Real* examination or corresponding examinations.

Students may select either of the following lines of study : general, languages, accounting, retail trade.

The number of lessons is 1155-1380 offered as day- or evening-classes. At the termination of the courses the students may sit for *Handelseksamen* (commercial examination).

4.44 *Handelsgymnasier* (higher commercial schools) V III 2 (1)

Entrance requirements : *Handelsmedhjælpereksamen*, *Handelseksamen*, *Studentereksamen* or any other examination approved by the Ministry of Education. The course comprises 2,640 lessons or, for pupils who have passed the *Studentereksamen*, 1,320-1,540 lessons.

On completion of either of the courses the students may sit for the *Højere Handelseksamen* (higher commercial examination).

4.45 Further technical training (V)v III 1-2

The training programmes for technicians are dependent on the previous basic training of the entrants as follows :

(*a*) non-skilled workers and other persons without previous practical training ;
(*b*) skilled workers in certain fields of trade or handicraft.

Entrants of both categories will normally be required to have passed the preparatory technical examination or the lower secondary school leaving examination. The training period for technicians - e.g. draughtsmen, engineering assistants, laboratory assistants and textile technicians - without previous practical training is normally 2 years of alternating theoretical instruction at technical school and practical work in industry, construction, laboratory or workshop.

Skilled workers in certain fields of trade who have completed their apprenticeship training including an approved programme of practical work may qualify as technicians through attending special 1-year courses for e.g. mechanical and electronics technicians at technical schools.

Skilled workers in the building trades and non-skilled workers, who have been employed in certain building trades and have attended certain training courses or have completed certain prescribed training programmes at workshop schools,

may, through attending technical schools for 1½ years, qualify as building technicians.
Through a further 2-year course they may qualify as building constructors.

5 TECHNICAL AND VOCATIONAL EDUCATION (Stage IV)

5.1 *Teknika* (technical colleges) V IV 4
Access to such engineering colleges may be obtained on the basis of the intermediate technical examination with two foreign languages or the lower secondary school leaving examination and either completed apprenticeship training or one year's attendance at a workshop school followed by 15 months of practical training in a relevant industrial field.
Studies leading to qualification as a *Teknikum* engineer are divided into five lines: civil and constructional engineering, electrical engineering, mechanical engineering, production engineering and shipbuilding engineering, and take 4 years. The first year of study is common to all lines and covers mainly general education subjects. The remaining 3 years are used for specialised engineering studies within the selected field of training.

6 TEACHER TRAINING T IV 4 (3½)

The aim of teacher training is to lay the professional and pedagogical basis for teaching in *Folkeskolen* (primary and lower secondary school), *Ungdomsskolen* (youth school) and in *Aftenskolen* (evening school).
Instruction is given at state or private *Seminarier* (teacher training colleges). Admission to teacher training colleges is dependent on the applicant's having passed the higher preparatory examination or the higher secondary school leaving examination or having finished any other corresponding education.

6.1 The curriculum of teacher training colleges must comprise :
(*a*) Pedagogical subjects : educational theory, psychology, teaching methods and teaching practice and, as a special field of study, one of the following subjects:
(i) teaching in the lower forms of the *Folkeskole* ;
(ii) teaching in the higher forms of the *Folkeskole* ;
(iii) special instruction for the handicapped ;
(*b*) The core subjects of the *Folkeskole* : Danish, (knowledge of Norwegian and Swedish) writing, numbers, and religious knowledge ;
(*c*) Three of the following subjects : creative activities, singing/music, physical education, and needlework ;
(*d*) Contemporary orientation and civics ;
(*e*) Supplementary studies in two subjects taught in the *Folkeskole* (branch subjects) ;
(*f*) Supplementary courses.

6.2 The Minister of Education decides, after negotiations with the Seminary Council, rules and regulations concerning : instruction and contents of each subject, mode and requirements of tests and marking, the setting of tests, marking and regulations relating to the duties of external examiners. Students may enter for the examination after 3½ years of preparation and must enter not later than after 4 years of study.

6.3 Further education of teachers

Further education of teachers for the *Folkeskole* is concentrated at the *Danmarks Lærerhøjskole* (Royal Danish College of Education). Further training in physical education, however, will take place at *Danmarks Gymnastikhøjskole* (State College of Physical Education), while training in *sloid* and practical workshop activities will take place at the two *sloid* teacher schools.

The present Act governing the training of teachers for the primary and lower secondary school takes effect from the beginning of the school-year August 1969.

6.4 Higher secondary school teachers are university graduates with an M.A. or an M.Sc. degree in a principal subject or in a principal and a subsidiary subject included in the curriculum of the higher secondary schools. Before appointment to a permanent post they must have passed the *Paedagogicum*—an examination in the history of education, pedagogical psychology, school hygiene and practical teaching.

7 OTHER FORMS OF FORMAL EDUCATION

7.1 *Ungdomsskoler* (youth schools)

These are voluntary schools for young people in the age-group 14-18 years. Youth school instruction may be given in the form of day or evening classes. Instruction at youth schools may comprise :

(*a*) Special subjects courses, e.g., care of infants and young children, interior decoration, foreign languages, needlework, metalwork, woodwork etc.

(*b*) Preparatory courses leading to certain lower secondary examinations.

(*c*) Vocational basic training for young people who are not attending schools for apprentices.

Special instruction may be provided for young retarded readers and for those suffering from mental and physical handicaps.

7.2 *Ungdomskostskoler* (youth boarding schools)

These offer courses of 2 to 10 months' duration. The educational aim is similar to that of youth schools.

7.3 *Efterskoler* (continuation schools)

These schools are boarding schools offering courses, the main purpose of which is to provide the students in the age-group 14-18 years with an all-round, character developing general education. Continuation schools may offer preparatory courses leading to certain lower secondary school examinations.

The majority of continuation schools offer 8 to 10-month courses.

7.4 *Aftenskoler* (evening schools)

Instruction is open to all persons past the statutory school-leaving age.

The subjects generally taught at evening classes are civics and cultural subjects, ordinary school subjects and slightly vocationally biased subjects. Facilities may be provided for more systematic studies and also for recreational activities as well as special instruction for the handicapped.

7.5 *Aftenhøjskoler* (evening high schools)
These provide further education at the same level as provided by the folk high schools.

7.6 *Folkeuniversitetsvirksomhed* (popular university extension courses) 3 pt
Such courses are organised according to plans approved by a committee set up for the purpose of disseminating, free of charge to the public, in general through lectures and expert instruction, information on the methods and the results of modern science.

7.7 *Landbrugsskoler* (agricultural schools)
These schools are residential and their objectives are to give young people a grounding in the theory and practice of agriculture.

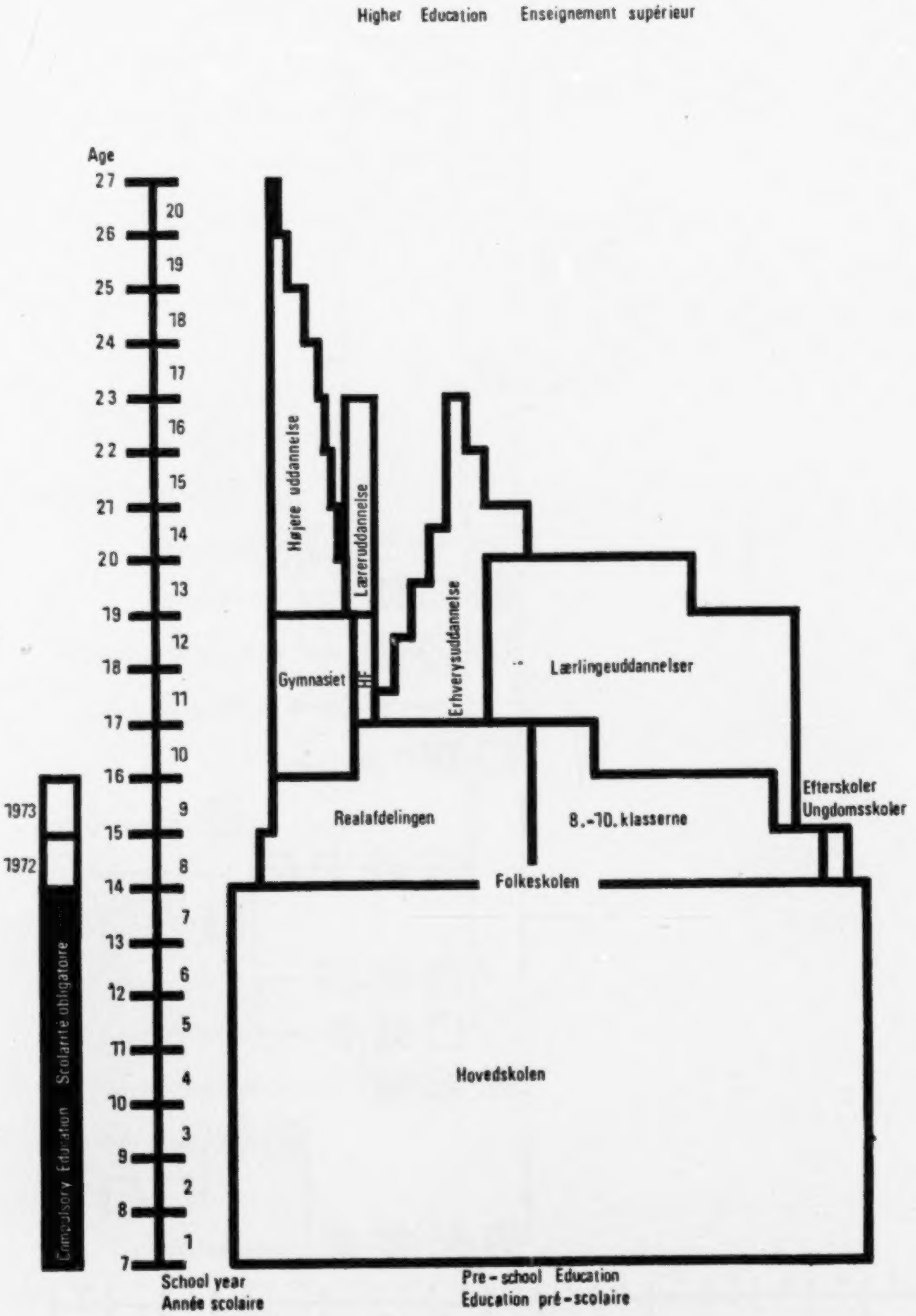
7.8 *Husholdningsskoler* (home economics schools)
These schools are residential, providing training, theoretical as well as practical, in the field of home economics and also instruction in certain general education subjects. Courses are of 3-5 months' duration.

7.9 *Folkehøjskoler* (folk high schools)
These schools place particular emphasis on providing an all-round general education. Instruction, being primarily directed at character development, does not aim at training the students for any specific vocation nor preparing them for any examination.
Several folk high schools are specialising in physical training and sports in close connection with voluntary youth movements.
There are no specific entrance requirements, and the students do not sit for examinations at the termination of the courses.

(1969)

Denmark
Danemark

Diagram 1


Higher Education Enseignement supérieur
Age
27
26
25
24
23
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11
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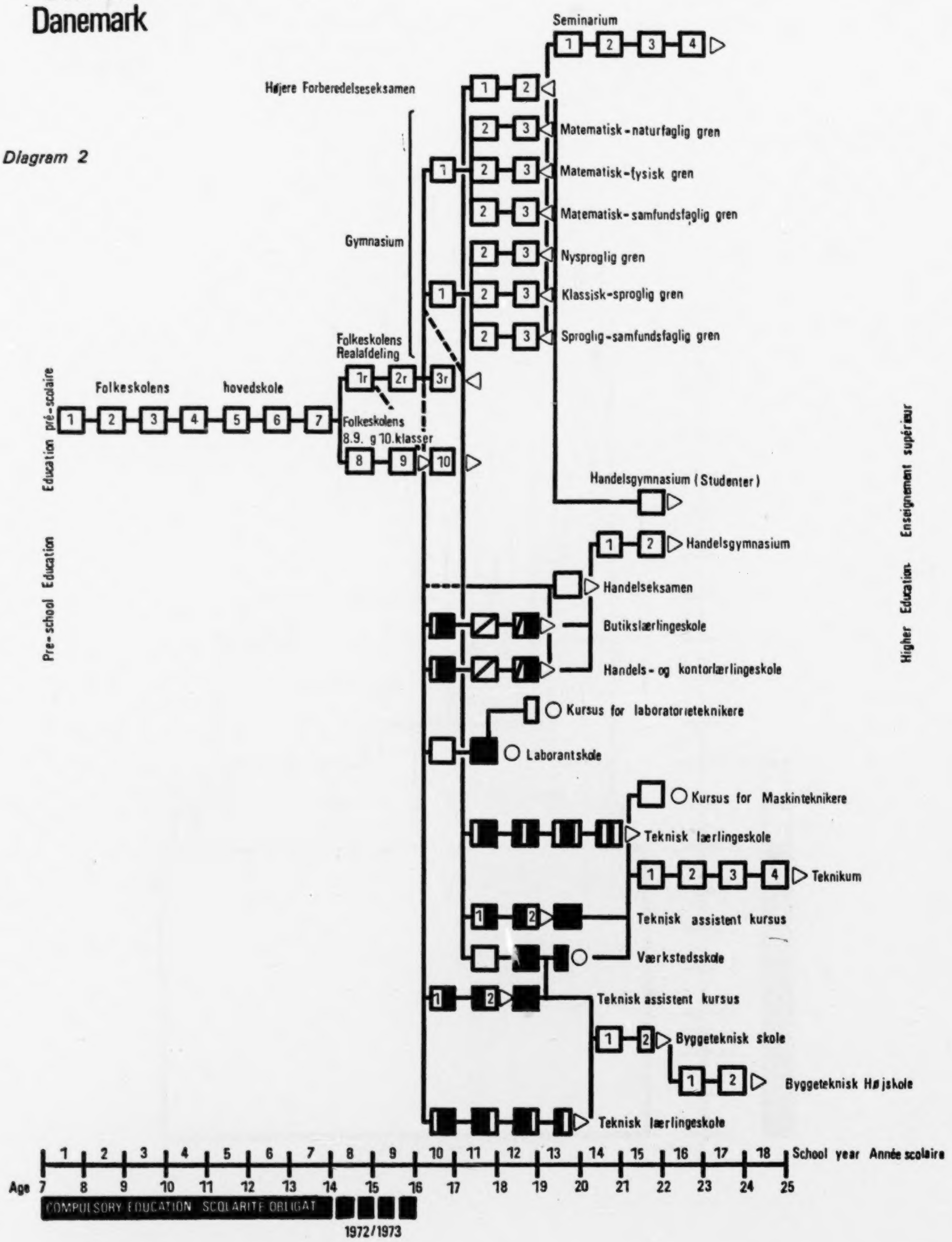
3
2
1
School year
Année scolaire
1973
1972
Compulsory Education Scolarité obligatoire
Højere uddannelse
Læreruddannelse
Erhvervsuddannelse
Gymnasiet
HF
Lærlingeuddannelser
Realafdelingen
8.-10. klasserne
Efterskoler
Ungdomsskoler
Folkeskolen
Hovedskolen
Pre-school Education
Education pré-scolaire

Denmark
Danemark

Diagram 2


Seminarium
Højere Forberedelseseksamen
Matematisk-naturfaglig gren
Matematisk-fysisk gren
Matematisk-samfundsfaglig gren
Gymnasium
Nysproglig gren
Klassisk-sproglig gren
Sproglig-samfundsfaglig gren
Folkeskolens Realafdeling
1r
2r
3r
Folkeskolens
hovedskole
Pre-school Education
Education pré-scolaire
Folkeskolens 8.9. g 10.klasser
Higher Education
Enseignement supérieur
Handelsgymnasium (Studenter)
Handelsgymnasium
Handelseksamen
Butikslærlingeskole
Handels- og kontorlærlingeskole
Kursus for laboratorieteknikere
Laborantskole
Kursus for Maskinteknikere
Teknisk lærlingeskole
Teknikum
Teknisk assistent kursus
Værkstedsskole
Teknisk assistent kursus
Byggeteknisk skole
Byggeteknisk Højskole
Teknisk lærlingeskole
School year Année scolaire
Age
COMPULSORY EDUCATION SCOLARITE OBLIGAT
1972/1973

	Explanatory list of terms	*Index*
	A. CLASSIFIED LIST	A. INDEX METHODIQUE
Direktoratet for Folkeskolen og Seminarierne (2.2)	Directorate for Primary and Lower Secondary Education and Teacher Training	Direction de l'enseignement primaire et secondaire du premier cycle et de la formation des enseignants
Direktoratet for Gymnasieskolerne og HF (2.2)	Directorate for Higher Secondary Education	Direction de l'enseignement secondaire du deuxième cycle
Direktoratet for Ungdomsundervisningen (2.2)	Directorate for Youth and Adult Education	Direction de la jeunesse et de l'éducation des adultes
Direktoratet for Erhvervsuddannelserne (2.2)	Directorate for Technical and Vocational Education	Direction de l'enseignement technique et professionnel
Folkeskole (2.31)	Public primary and lower secondary school	Ecole publique primaire et secondaire du premier cycle
Skolekommission (2.31)	School committee	Commission scolaire
Skoleinspektor (2.31)	Principal	Directeur d'école (primaire et secondaire du premier cycle)
Laererråd (2.31)	Teachers' council	Conseil des professeurs
Skoledirektor (2.31)	Director of schools	Directeur de l'enseignement
Skoledirektion	County school directorate Municipal school directorate	Direction cantonale ou municipale de l'enseignement
Amtsskolekonsulent (2.31)	County School Advisory Officer	Conseiller cantonal scolaire
Gymnasieskolen og Højere Forberedelseseksamen (2.32)	Higher secondary school and higher preparatory examination	Enseignement secondaire long du deuxième cycle et examen préliminaire du deuxième cycle
Rektor (2.32)	Headmaster	Chef d'établissement
	School board	Conseil de direction
Forsander eller Direktør (2.33)	Principal	Chef d'établissement (proviseur, principal)
Fagkomité (2.33)	Joint trade committee	Commission scolaire mixte
Teknikum (2.34)	Technical college	Ecole supérieure technique
Rektor (2.35)	President	Chef d'établissement (technique)
Seminarium (2.35)	Teacher training college	Ecole normale
Rektor (2.35)	Principal	Chef d'établissement (directeur d'école normale)
Laererråd (2.35)	Teachers' council	Conseil des professeurs
Ungdomsskole (2.36)	Youth school	Centre de jeunes
Aftenskole	Evening school	Cours du soir
Amtsungdomsnævnet (2.36)	County youth council	Conseil cantonal de la jeunesse
Konsulent for Ungdomsundervisningen (2.36)	County Youth School Advisory Officer	Conseiller cantonal à la jeunesse
Ungdomshævn (2.36)	Municipal youth committee	Commission municipale de la jeunesse
Børnehave (3.1)	Kindergarten	Jardin d'enfants
Børnehaveklasser (3.2)	Pre-school classes	Classes préparatoires
Folkeskole (4)	Municipal public, primary and lower secondary school	Ecole publique (communale) primaire et secondaire du premier cycle
Hovedskole (4.1)	Elementary school	Ecole primaire

	Explanatory list of terms	*Index*
Realafdelingen (4.22)	Lower secondary examination department	Etudes secondaires du premier cycle, sanctionnées par un examen
8., 9. og 10. *klasser* (4.21)	Lower secondary non-examination school	Etudes secondaires du premier cycle, non sanctionnées par un examen (classes 8-10)
Realafdelingen (4.22)	Lower secondary examination department	Etudes secondaires du premier cycle, sanctionnées par un examen
Den statskontrollerede prøve efter 9. eller 10. klasse (4.21)	Leaving examination at the termination of the 9th or 10th forms	Examen de fin d'études, contrôlé par l'Etat, après la neuvième ou la dixième année de scolarité
Teknisk Forberedelseseksamen (4.211)	Preliminary technical examination	Examen technique préliminaire
Udvidet teknisk Forberedelseseksamen (4.211)	Intermediate technical examination	Examen technique intermédiaire
Realeksamen (4.22)	Lower secondary school leaving examination	Examen de fin d'études secondaires du premier cycle
Højere Forberedelseseksamen (g) III 2 (4.31)	Higher preparatory examination	Examen du brevet d'études primaires supérieures (g) III 2
Gymnasium (4.32)	Higher secondary school	Etablissement d'enseignement secondaire du second cycle
Matematisk linie (4.32)	Mathematics line	Section mathématiques
Matematisk-naturfaglig gren	Mathematics-natural sciences branch	Branche mathématiques-sciences naturelles
Matematisk-fysisk gren	Mathematics-physics branch	Branche mathématiques-physique
Matematisk-samfunds-faglig gren	Mathematics-civics branch	Branche mathématiques-instruction civique
Sproglig linie (4.32)	Language line	Section langues
Nysproglig gren	Modern languages branch	Branche langues vivantes
Klassisk-sproglig gren	Classical languages branch	Branche langues classiques
Sproglig-samfundsfaglig gren	Languages-civics branch	Branche langues-instruction civique
Studentereksamen (4.32)	Higher secondary school leaving examination	Examen de fin d'études secondaires du deuxième cycle
Studentereksamenskursus (4.33)	Courses leading to the higher secondary school leaving examination for pupils who have not attended the *Gymnasium*	Cours préparant au *Studentereksamen*, destiné aux jeunes gens non issus du *Gymnasium*
Lærlingeuddannelse (4.42)	Apprenticeship training (V) III 3-4	Formation des apprentis (V) III 3-4
Butikslærlingeskole (4.421)	Retail shop-apprentice school	Ecole d'apprentissage au commerce de détail
Kontorlærlingeskole (4.421)	Office-apprentice school	Ecole d'apprentissage aux emplois de bureau
Handelsmedhjælpereksamen (4.421)	Commercial assistants examination	Examen d'assistant commercial
Lærebrev (4.421)	Certificate of completed apprenticeship training	Certificat d'apprentissage

	Explanatory list of terms	*Index*
Teknisk Lærlingeskole (4.422)	Technical school for apprentices	Ecole d'apprentissage technique
Svendebrev (4.422)	Certificate of apprenticeship training	Certificat d'aptitude
Handelsskole (4.43) (V) v III 1	Commercial school	Ecole commerciale (V) v III 1
Handelseksamen (4.43)	Commercial examination	Examen commercial
Handelsgymnasium (4.44) V III 2 (1)	Higher commercial school	Etablissement d'enseignement secondaire commercial du deuxième cycle V III 2 (1)
Højere Handelseksamen (4.44)	Higher commercial examination	Examen commercial supérieur
Kursus for laboratorie-teknikere	Course for laboratory technicians	Cours de techniciens de laboratoire
Laborantskole	Technical school for laboratory assistants	Ecole technique d'assistants de laboratoire
Teknisk assistent kursus	Technical school for technical assistants	Cours d'assistants-techniciens
Kursus for maskinteknikere	Technical school for mechanical technicians	Cours de mécaniciens
Vaerkstedsskole	Workshop school	Ecole d'apprentissage
Bygningsteknisk Højskole	College for building constructors	Ecole supérieure technique du bâtiment
Byggeteknisk Skole	Technical school for building technicians	Ecole technique du bâtiment
Ungdomskostskole (7.2) g II 1	Youth boarding school	Institution de jeunes
Efterskole (7.3) g II 1	Continuation school	Ecole complémentaire
Aftenskole (7.4) g II pt	Evening school	Cours du soir
Aftenhøjskole (7.5) g III pt.	Evening high school	Cours supérieurs du soir
Folkeuniversitetsvirksomhed (7.6) g IV 1.3 pt	Popular university courses University extension courses	Cours de l'université populaire
Landbrugsskole (7.7) V III 1	Agricultural school	Ecole d'agriculture
Husholdningsskole (7.8) g III 1	Home economics school	Ecole ménagère
Folkehøjskole (7.9) g III 1	Folk high school	Ecole supérieure populaire

B. Alphabetical list

Aftenhøjskole (7.5)
Aftenskole (7.4)
Amtsskolekonsulent (2.31)
Amtsungdomsnævn (2.36)
Butikslærlingeskole (4.421)
Byggeteknisk Højskole (4.45)
Byggeteknisk Skole (4.45)
Børnhave (3)
Børnehaveklasser (3.2)
Danmarks Lærerhøjskole (6.3)
Direktoratet for erhvervsuddannelserne (2.2)
Direktoratet for folkeskolen og seminarierne (2.2)
Direktoratet for gymnasieskolerne og HF (2.2)
Direktoratet for ungdomsundervisningen (2.2)
Efterskole (7.3)
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FEDERAL REPUBLIC OF GERMANY

Description of school system

1 GENERAL PRINCIPLES OF EDUCATION

Education is compulsory from the age of 6 years at least up to the age of 18 years. Of this period 9 years are full-time and, generally, 3 years part-time compulsory education. The pupils leaving school after completing 9 years of full-time education are bound to attend a part-time vocational school for 3 more years. Part-time compulsory education is extended until coming of age (21 years of age) for the pupils not undergoing an apprenticeship in an enterprise.

In all the *Länder* public-school instruction is free of charge and in eight of the *Länder* teaching materials and aids, especially textbooks and other valuable materials are also free of charge.

The regulations for curricula are issued by the Ministries of Education in the form of outlines.

There is a free textbook market. The publishing houses undertake the elaboration and publication of textbooks which are then examined and approved by the Ministries of Education. The teachers are free to choose the textbooks on the basis of lists of approved textbooks published by the Ministries of Education.

The final examinations are state examinations and are under the control of the authorities for school supervision. Special regulations exist for the final examinations in the field of vocational education.

The freedom for establishing private schools is guaranteed by the Constitution (Basic Law).

2 ADMINISTRATION

According to the Constitution, in the Federal Republic of Germany the legislative and administrative authority for cultural affairs and education, including the school system, higher education and adult education, rests with the eleven *Länder* (including the three city-states, Berlin, Bremen, Hamburg) which constitute the Federal Republic.

To co-ordinate their work in the field of education and culture, the Ministers of Education collaborate in the Standing Conference of Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany (*Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland*). The school committee is one of the four standing committees of the Conference. It deals with all matters of primary and secondary education including the colleges of engineering etc., and teacher training. After coming to an agreement its proposals are submitted to the plenary session of the Conference of Ministers of Education. By the resolutions of the Conference, which can only be adopted unanimously, each Minister binds himself to transform these resolutions into legal practice or to support them in the cabinet and parliament of his *Land*.

The school system comprises public (state and community) and private schools. All schools leading to state examinations are under the control of the school supervision of the state, regardless of the body maintaining them, public or private.

Local communities and districts are responsible for the establishment and maintenance of public schools. The establishment of secondary schools is partly carried out by the local communities and districts and partly by the respective *Land* which also is responsible for the remuneration of the teachers.

Teachers at public schools are mostly civil servants and are bound to pass at least one examination completing studies in higher education and one examination following a period of supervised teaching practice in the respective branch of the teaching profession in which they are expected to serve.

3 PRE-PRIMARY EDUCATION g 2/3

Generally, pre-primary education begins at the age of 3 ; it is voluntary and its provision and organisation is the responsibility of local communities or religious or private bodies. It is supervised by governmental medium-level authorities. The *Kindergarten* takes care of the children until the beginning of compulsory education. Children of school age who are not yet ready for school life are taken care of by school *kindergartens* which, generally, are supervised by school authorities.

More and more special *Kindergartens* are being established for the care of mentally and physically handicapped children in order to facilitate the future task of the special schools. Furthermore there is a tendency to establish " pre-classes " for pupils who are mature enough to attend school but are not yet of school age.

4 PRIMARY AND SECONDARY EDUCATION

4.1 Primary education (Stage I)

4.11 *Grundschule* (elementary school) g I 4/6

All children who have completed their 6th year must attend grades 1 to 4 of the *Grundschule,* i.e. the first level of the *Volksschule* (elementary school plus main school). In the three city-states of Berlin, Bremen and Hamburg the *Grundschule* comprises grades 1 to 6, but under certain conditions a transfer to secondary schools after grade 4 is possible.

After completion of the *Grundschule* pupils can choose among three different parallel-running types of secondary schools. The *Grundschule* recommends, on the basis of the pupil's abilities, the type of secondary school to which he should transfer. The pupil's performance is decisive.

4.12 *Differenzierung* (differentiation) g I/II 2

In some *Länder* some of the 5th and 6th grades of secondary schools (*Hauptschule, Realschule* and *Gymnasium*) are tentatively being established as a *Förderstufe* (promotion and differentiation period). The purpose of this period is to minimise the difficulties which arise in connection with transfer after the 4th school year into parallel forms of secondary education by means of an additional joint period of instruction of two years' duration during which pupils are taught in ability groups for certain subjects only.

4.2 Secondary education (Stages II to III).

4.21 Secondary general education.

4.22 *Hauptschule* (main school) g II 5/3
The *Hauptschule* includes the grades following the *Grundschule* up to the completion of full-time compulsory education (grades 5 to 9, in the city-states grades 7 to 9 with an optional 10th school year. The *Hauptschule* corresponds to the second level of the *Volksschule*). The *Hauptschule* prepares its pupils for appropriate employment. Instruction in one modern foreign language is given, usually English.

4.23 *Realschule*[1] (intermediate school ; formerly called *Mittelschule*) g II 6/4
The *Realschule* comprises grades 5 to 10 (in Bavaria and in the city-states, grades 7 to 10). In the *Realschule*, English as one foreign language is compulsory while French is optional.
The *Realschule* leads to an intermediate leaving certificate which provides for the following vocational and educational opportunities :
— of taking up vocational training at intermediate stages ;
— of transferring into a college of engineering or another college (5.2 or 5.3) after completion of a practical and theoretical vocational training ;
— of attending the continuation type classes of a *Gymnasium* according to qualification.

4.24 *Aufbaurealschule* (continuation type classes at secondary general schools, shorter course) g II/III 1/2
Pupils who have not transferred to a *Realschule* until the 7th school year may be offered the possibility of transferring into the continuation type classes, which exist either at *Hauptschulen* or at *Realschulen*, in order to obtain the leaving certificate of a *Realschule*.

4.25 *Abendrealschule* (secondary general evening school, shorter course) g III/IV 2/4
Pupils of a *Hauptschule* who, after having completed full-time compulsory education, intend to obtain a leaving certificate of a *Realschule* may attend an *Abendrealschule* (evening *Realschule*).

4.26 *Gymnasium*[2] (secondary general school leading to higher education) G II/III 9/7
The *Gymnasium* comprises grades 5 to 13 (in the city-states and for pupils

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[1] See note on *Gymnasium*

[2] *Eingangsstufe* (introductory period) g G II 2
In seven *Länder* grades 5 and 6 of secondary schools (*Realschule and Gymnasium*) are considered to form an educational unity which takes into account more the general ability than the formal performance of the pupil. Special pedagogical efforts and regular meetings and discussions among teachers and between teachers and parents should facilitate the pupils' adaptation to the different working methods of secondary school and, if desirable, facilitate transition to another school type

transferring only after the 6th school year grades, 7 to 13) and leads, generally, to the *Abitur* (maturity examination) giving general access to higher education. The most frequent types are the modern language type, the mathematics-science type, and the classical type. There exist some special types of the *Gymnasium*, for instance the *Wirtschaftsgymnasium* (secondary general school, economics type, leading to higher education), the *Wirtschafts- und sozialwissenschaftliches Gymnasium* (secondary general school, economics and social sciences type, leading to higher education), the *Technisches Gymnasium* (secondary general school, technological type, leading to higher education), the *Musisches Gymnasium* (secondary general school, music and arts type, leading to higher education), the *Gymnasium für Frauenbildung* (secondary general school for women's education).

Some of these types of school only give access to specialised studies in higher education but, with a supplementary examination, access to all branches of higher education may be granted.

In the different types of the *Gymnasium* which give full access to higher education, at least two foreign languages are taught, usually one of them is Latin. In some of the special types of the *Gymnasium* a characteristic subject is given instead of the third foreign language.

4.27 *Aufbaugymnasium* (continuation type classes at secondary general schools leading to higher education) G III 3/4/6

Pupils who have completed the *Hauptschule* or *Realschule* and are desirous of obtaining access to higher education may attend the *Aufbauform* (continuation type) of a *Gymnasium*. It comprises grades 8 to 13, 10 to 13 or 11 to 13 and gives either a general qualification for higher education or only a qualification for specialised university studies depending upon whether one or two foreign languages are taught.

4.28 *Abendgymnasium* (secondary general evening school, leading to higher education) G 4

Adults desirous of entering higher education to which access cannot be attained by way of vocational further education may attend the *Abendgymnasium* and thus obtain a general qualification for higher education (*Abitur*). A completed vocational training or equivalent experience gained in a vocational career is a prerequisite. The courses generally last 4 years. The different types of the *Abendgymnasium* correspond to the three main types of the *Gymnasium*. Two foreign languages are required for the maturity examination at an *Abendgymnasium*.

4.29 *Kolleg* (institute preparing young adults for the *Abitur*) G 2

Adults intending to obtain a general qualification for higher education—as mentioned in 4.28—can attend a *Kolleg* which trains on a full-time basis and leads to the *Abitur* (maturity examination). Entrance requirements for the *Kolleg* are the leaving certificate of a *Realschule* or an equivalent general education as well as the completion of vocational training or an equivalent attainment in a vocational career. Two foreign languages, economics and social sciences are part of the curriculum.

4.30 Secondary vocational education

4.31 *Berufsschule* (part-time vocational school) v III 3 pt

The *Berufsschule* follows the completion of full-time compulsory general education and lasts from the 10th to the 12th school year. The pupils attend a part-time vocational school for one or two days per week (8-12 hours) in addition to their vocational training or activity at their place of employment. Attendance is compulsory for all those young people who do not attend any other full-time secondary school. Young people who do not take any vocational training are bound to attend part-time vocational school until the age of 21. It is the task of the part-time vocational school to complete and reinforce the practical training and at the same time to provide a further general education. The part-time vocational schools are differentiated according to the various professions. The teachers sit on the boards for the final examinations.

4.32 *Berufsfachschule* (full-time vocational school) v III 2
The *Berufsfachschule* offers a full-time vocational schooling usually lasting for two years. The requirement for entry is possession of the leaving certificate of a *Hauptschule* or of a *Realschule* depending on the type and standard of the particular *Berufsfachschule.* The time spent at such a school will be taken into account for the apprenticeship which is required for certain vocational training. The school provides for vocational instruction and practical training. The full-time vocational school is mostly attended immediately after completion of the *Hauptschule* or the *Realschule*. The most common form in this latter case is the *Höhere Handelsschule* (secondary commercial school).

4.33 *Berufsaufbauschule* (vocational secondary extension school) v III 1 3 pt
The *Berufsaufbauschule* requires as a condition of entry at least half a year of successful attendance at the part-time vocational school and provides for a more thorough general education, including one compulsory modern foreign language, and a more extensive technical education leading to an intermediate vocational leaving certificate. The *Berufsaufbauschule* consists either of full-time education lasting one year, or part-time education lasting three years ; the latter is, generally speaking, the most common form of the evening school. The school leaving certificate of a vocational secondary extension school (*Fachschulreife*) grants rights equivalent to those of the leaving certificate of a *Realschule* and gives immediately access to the *Ingenieur-akademien* (colleges of engineering) and others (5.2 and 5.3).

5 TECHNICAL AND VOCATIONAL EDUCATION (Stage IV)

5.1 *Fachschule* (technical school) v IV ½ - 2 ½ pt
The *Fachschule* provides the pupil with a higher qualification and further education in his chosen field after completion of vocational training. Its organisation and duration differ according to the various vocational branches. Instruction may be offered on a part-time or a full-time basis. The length of training varies between 6 months and 2½ years. The leaving certificate of a technical school generally gives access to higher-level positions and provides the qualification of technician or foreman. The most common types of the *Fachschule* are *Technikerschule* (school for technicians), *Meisterschule* (school for master craftsmen), *Fachschule für Sozialpädagogik* (school for *kindergarten* teachers), *Landwirtschaftsschule* (school of agriculture).

5.2 *Ingenieurakademie* (college of engineering) v (V) IV 3
Entrance requirements for the *Ingenieurakademie* are the completion of a *Realschule* or an equivalent leaving certificate as well as a supervised vocational practice

of two years ; the course of studies in any of the twenty recognised special sections lasts three years and leads to a final state examination. Graduates of an *Ingenieurakademie* are entitled to be called *Ingenieur grad* (graduated engineer).

Qualified graduates to whom the *Ingenieurschule* has certified the ability of scientific work, may acquire the qualification for certain branches of higher education.

5.3 *Sonstige Akademien* (other colleges) v (V) IV 3

Besides the colleges of engineering there are other *Akademien*, mainly in the field of commerce and economics (*Akademie für Betriebswirtschaft*) as well as in social work (*Akademie für Sozialpädagogik*). Entrance requirements and duration of studies are almost the same as for the *Ingenieurakademien* except for one more year of vocational practice.

(Institutions which do not yet fulfil all the prerequisites to be considered as an *Akademie* are in some cases still designated as *Höhere Fachschulen*).

6 TEACHER TRAINING (Stages IV to V)

6.1 *Lehrer für Grund- und Hauptschulen* (teachers at elementary and main schools)

Teachers at *Grundschulen* and *Hauptschulen* receive in principle the same professional training. They are trained at *Pädagogische Hochschulen* (teacher training colleges) or at education departments of universities. The course of studies extends over three years and leads to a state examination. After at least two years of practical experience at school or on probationary service, the future teacher has to take a second state examination, oriented towards the practical aspect of his teaching experience, success in which entitles him to become a civil servant for life.

According to the differentiation of the *Volksschule* into elementary and secondary education (*Grund- und Hauptschule*), analogous tendencies may be observed of differentiating teacher training in the field of the *Grundschule* and of the *Hauptschule*. The entrance requirements and examinations are however the same for both courses of studies.

6.2 *Sonderschullehrer* (teachers at special schools) T V 2

Teacher training for *Sonderschulen* is open only to those who have first completed a course of teacher training for *Grund- und Hauptschulen*. After having gained some practical teaching experience, an additional specialised training, lasting generally two years, is given at teacher training colleges or at therapeutic institutes at universities. Teachers at special schools receive higher payment after having passed their additional examination.

6.3 *Realschullehrer* (teachers at secondary general schools, shorter course) T IV 3 + 2

Teachers at *Realschulen* are trained in two alternative ways. Teachers at *Grund- und Hauptschulen* who have acquired an additional training in at least two subjects taught at the *Realschule* can become teachers at these schools after passing a special examination. In the city-states and in Hesse the teacher training for *Grund- und Hauptschulen* and *Realschulen* is combined. Yet, teaching at *Realschulen* requires an examination in two subjects.

The other means of obtaining the teaching qualification for a *Realschule* is a 3-year course of studies at a university which leads to the first state examination, and an additional practical and theoretical training and probationary service of one year to one-and-a-half years leading to the second state examination. Thereafter the teacher is entitled to become a civil servant.

6.4 *Lehrer an Gymnasien* (teachers at secondary general schools leading to higher education) T IV/V 4 + 2
Teachers at *Gymnasien* are trained at universities. The course of studies lasts at least four years and comprises two subjects taught at a *Gymnasium* and leads to a final state examination. After a probationary service lasting two years a second state examination follows which is the prerequisite for an appointment as a civil servant.

6.5 *Lehrer an berufsbildenden Schulen* (teachers at vocational and technical schools) T IV/V 1 + 4 + 2
Teachers at vocational and technical schools receive a training similar to that of teachers at a *Gymnasium*. Before beginning their studies they have to acquire practical experience in the appropriate field. The course of studies is given at universities or technical universities and it lasts for at least four years and is followed by probationary service of one or two years leading to a second state examination.
Instruction in technical subjects at the part-time and full-time vocational schools may also be given by subject-teachers who may be accepted as teachers by reason of their vocational training and broad vocational experience and after some additional probationary service.

7 OTHER FORMS OF FORMAL EDUCATION

7.1 *Sonderschule* (special school) g (G) I/II/III 4 + 5/6/9
For physically, mentally or emotionally handicapped children special schools have been provided. The majority of special schools comprise the elementary and main schools. There are also special schools which provide for handicapped children an education according to the curricula of the vocational and technical schools, the *Realschulen* or *Gymnasium.*

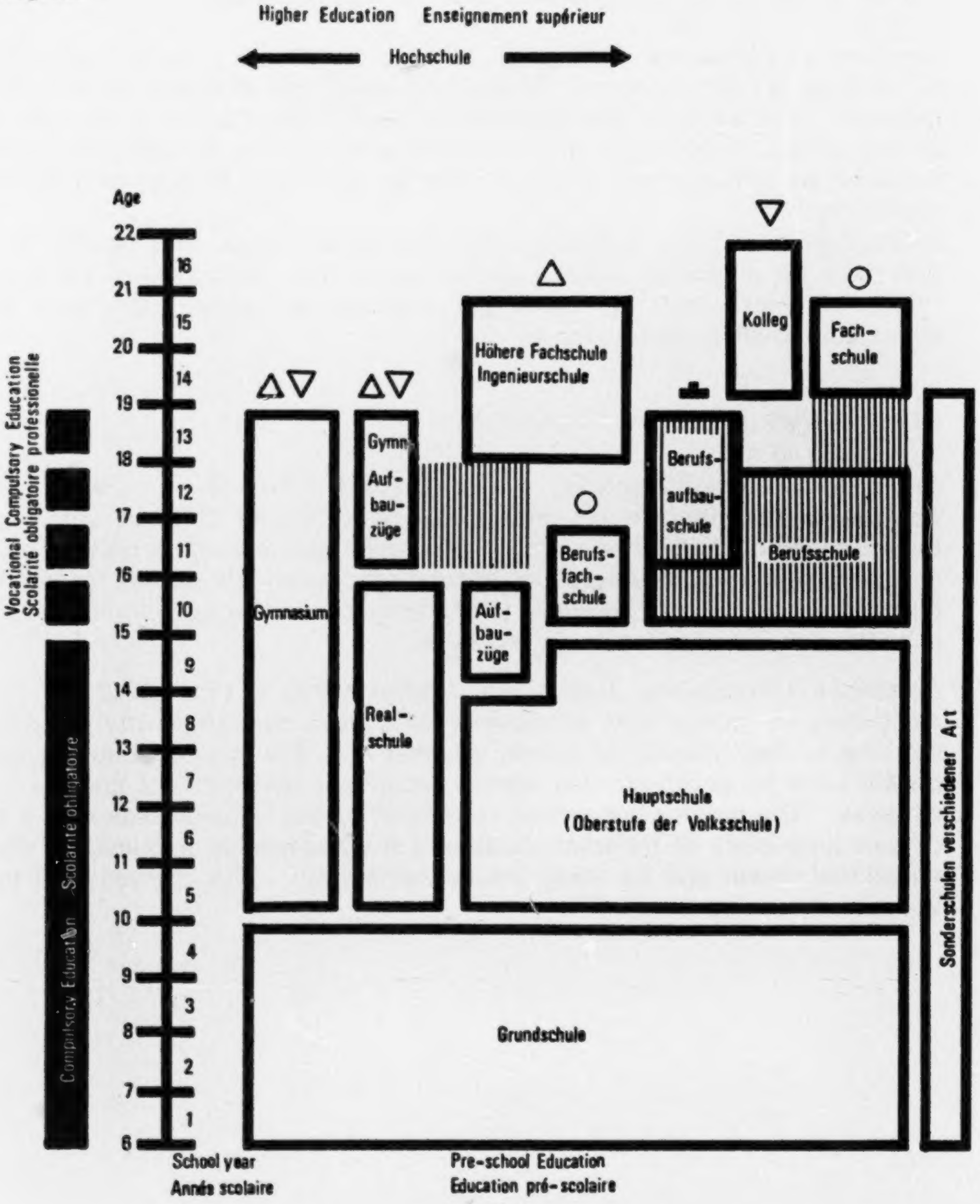
7.2 *Berufliche Umschulung* (vocational readjustment) v (V) 1/2/2
According to federal law, employees who have no longer the opportunity of working in their vocational career, whether it is due to economic changes or to disablement by accident, may attend vocational readjustment courses at public expense. The training for a new vocational career is given either on a full-time or part-time basis of different duration ; the knowledge acquired in the former vocational career will be taken into consideration. The courses lead to a new vocational leaving certificate.

(1969)

Federal Republic of Germany
République Fédérale d'Allemagne

▥ practical training
formation pratique

Diagram 1


Higher Education
Enseignement supérieur
Hochschule
Age
22
21
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8
7
6
16
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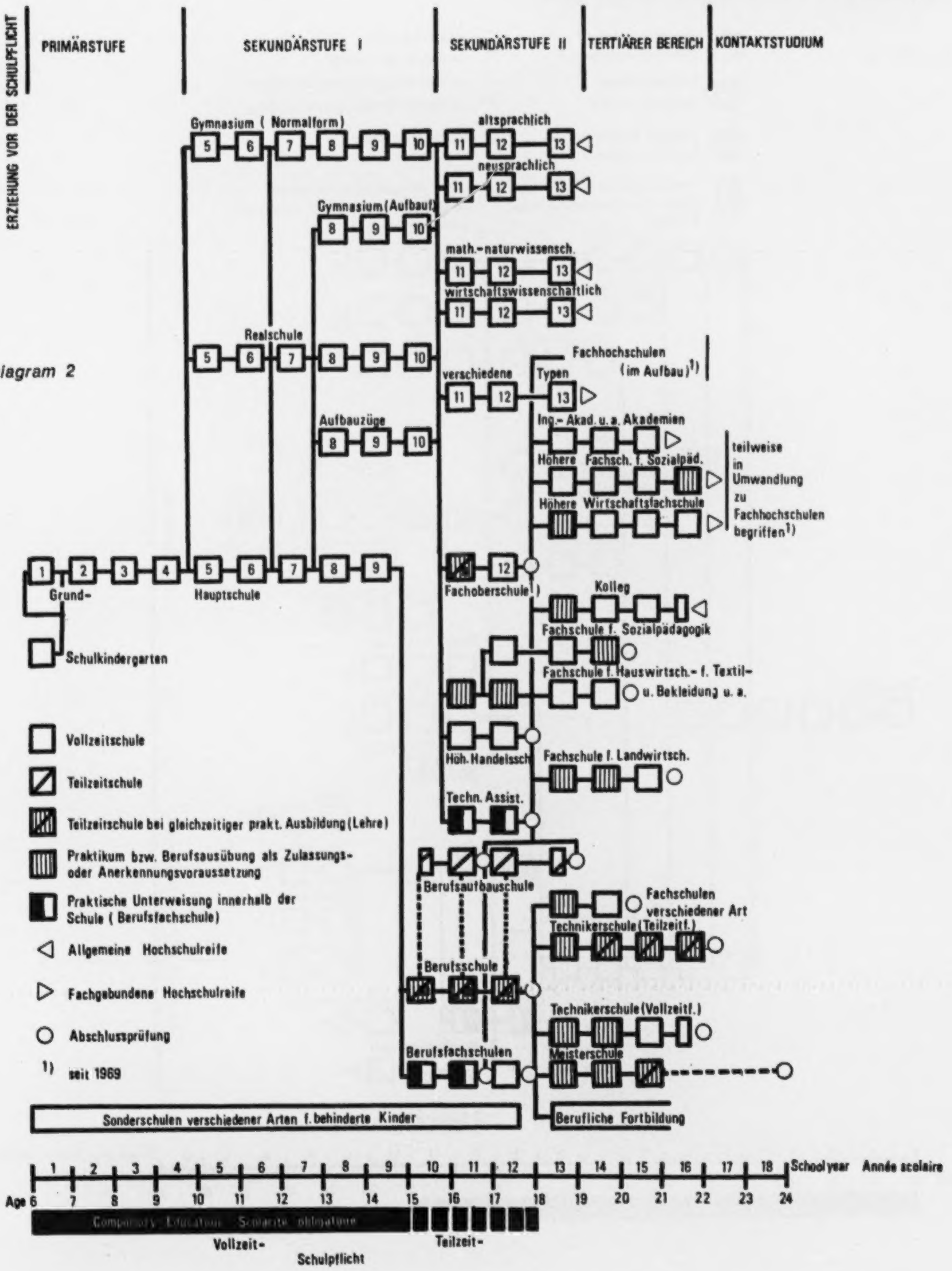
2
1
Vocational Compulsory Education
Scolarité obligatoire professionelle
Compulsory Education
Scolarité obligatoire
Gymnasium
Gymn
Auf-bau-züge
Real-schule
Aüf-bau-züge
Höhere Fachschule
Ingenieurschule
Berufs-fach-schule
Berufs-aufbau-schule
Berufsschule
Kolleg
Fach-schule
Hauptschule
(Oberstufe der Volksschule)
Grundschule
Sonderschulen verschiedener Art
School year
Année scolaire
Pre-school Education
Education pré-scolaire

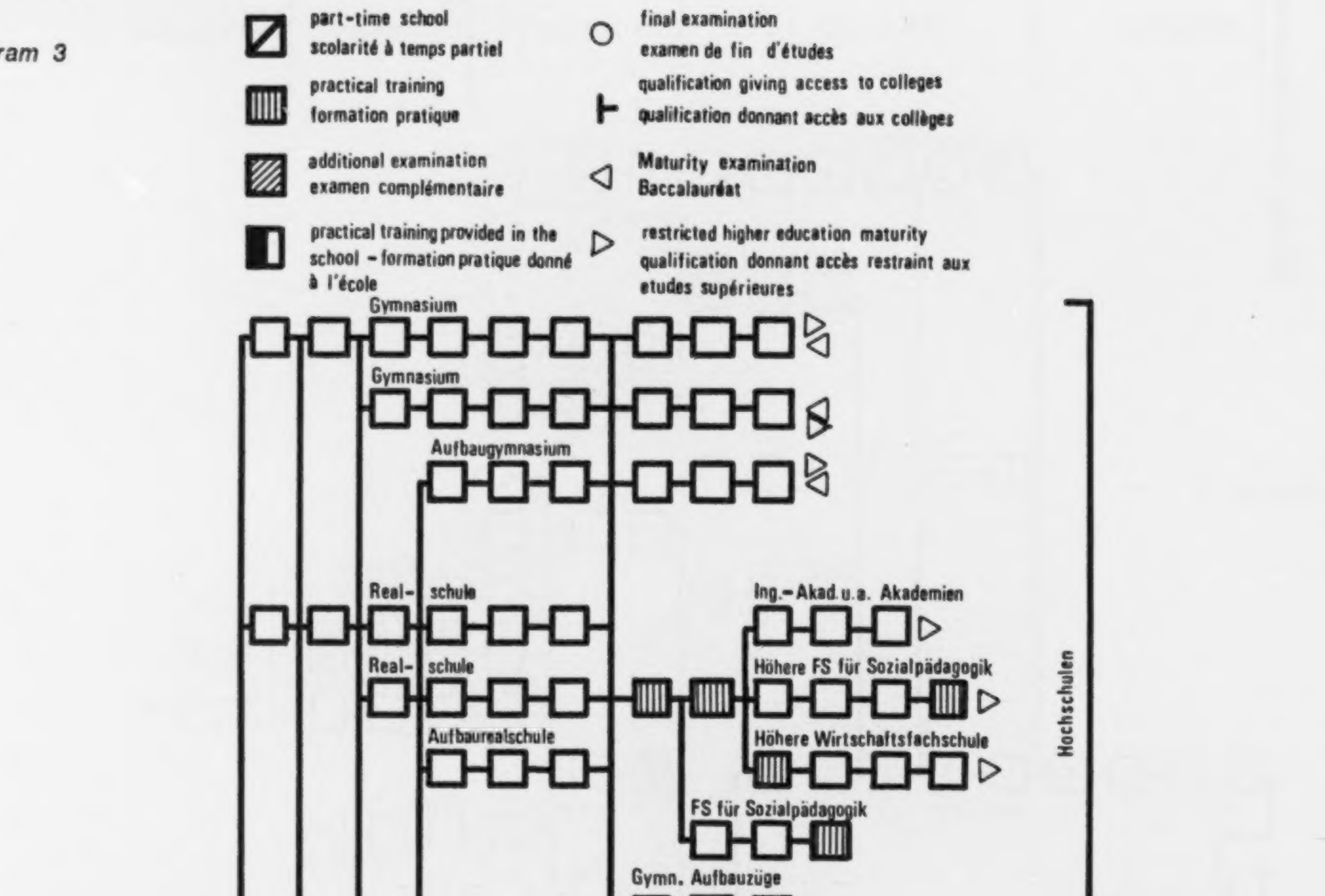
Federal Republic of Germany
République Fédérale d'Allemagne

Diagram 2


ERZIEHUNG VOR DER SCHULPFLICHT
PRIMÄRSTUFE
SEKUNDÄRSTUFE I
SEKUNDÄRSTUFE II
TERTIÄRER BEREICH
KONTAKTSTUDIUM
Gymnasium (Normalform)
altsprachlich
neusprachlich
Gymnasium (Aufbau)
math.-naturwissensch.
wirtschaftswissenschaftlich
Realschule
Fachhochschulen
(im Aufbau)1)
verschiedene
Typen
Aufbauzüge
Ing.- Akad. u. a. Akademien
Höhere Fachsch. f. Sozialpäd.
Höhere Wirtschaftsfachschule
teilweise in Umwandlung zu Fachhochschulen begriffen1)
Grund-
Hauptschule
Schulkindergarten
Fachoberschule1)
Kolleg
Fachschule f. Sozialpädagogik
Fachschule f. Hauswirtsch.- f. Textil- u. Bekleidung u. a.
Höh. Handelssch.
Fachschule f. Landwirtsch.
Techn. Assist.
Berufsaufbauschule
Fachschulen verschiedener Art
Technikerschule (Teilzeitf.)
Berufsschule
Technikerschule (Vollzeitf.)
Berufsfachschulen
Meisterschule
Sonderschulen verschiedener Arten f. behinderte Kinder
Berufliche Fortbildung
Vollzeitschule
Teilzeitschule
Teilzeitschule bei gleichzeitiger prakt. Ausbildung (Lehre)
Praktikum bzw. Berufsausübung als Zulassungs- oder Anerkennungsvoraussetzung
Praktische Unterweisung innerhalb der Schule (Berufsfachschule)
Allgemeine Hochschulreife
Fachgebundene Hochschulreife
Abschlussprüfung
1) seit 1969
School year
Année scolaire
Age
Compulsory Education · Scolarité obligatoire
Vollzeit-
Teilzeit-
Schulpflicht

Federal Republic of Germany
République Fédérale d'Allemagne

Diagram 3



part-time school
scolarité à temps partiel
practical training
formation pratique
additional examination
examen complémentaire
practical training provided in the school – formation pratique donné à l'école
final examination
examen de fin d'études
qualification giving access to colleges
qualification donnant accès aux collèges
Maturity examination
Baccalauréat
restricted higher education maturity
qualification donnant accès restraint aux etudes supérieures
Gymnasium
Gymnasium
Aufbaugymnasium
Real- schule
Real- schule
Aufbaurealschule
Ing.-Akad. u.a. Akademien
Höhere FS für Sozialpädagogik
Höhere Wirtschaftsfachschule
FS für Sozialpädagogik
Gymn. Aufbauzüge
Gymn. Aufbauzüge
Höhere Handelsschule
Grundschule
Kolleg
Berufsschule
Fachschule
Meisterschule
Technikersch.
Haupt- schule
Haupt- schule
Berufs- fachsch.
Berufsaufbauschule
Berufsaufbauschule
Hochschulen
Akademien (Höhere Fachschulen)
Sonderschulen verschiedener Art
School year Année scolaire
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
Age
6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Compulsory Education Scolarité obligatoire

	Explanatory list of terms	*Index*
	A. CLASSIFIED LIST	A. INDEX METHODIQUE
Kindergarten (3)	Kindergarten	Jardin d'enfants
Schulkindergarten (3)	Pre-primary classes (at elementary schools for children of school age, but below standard)	Classes préparatoires (dans les écoles élémentaires pour enfants d'âge scolaire, inaptes à commencer l'école)
Grundschule (4.11)	Elementary school	Ecole élémentaire
Hauptschule (4.22)	Main school (secondary education)	Ecole générale (enseignement secondaire)
Volksschule (4.22)	Elementary school plus main school	Ecole élémentaire plus école générale
Realschule (Mittelschule) (4.23)	Intermediate school ; secondary general school, shorter course	Ecole intermédiaire ; école secondaire générale, cycle court.
Aufbaurealschule (4.24)	Realschule, continuation type	Enseignement complémentaire de *Realschule*
Abendrealschule (4.25)	Realschule evening classes	*Realschule*, classes du soir
Eingangsstufe (4.26 footnote)	Introduction period	Cycle d'initiation
Förderstufe (4.12)	Promotion and differentiation period	Cycle de promotion et de différenciation
Gymnasium (4.26)	Gymnasium Secondary general school, longer course	Gymnasium Ecole secondaire générale, cycle long
Aufbaugymnasium (4.27)	Gymnasium, continuation type	Enseignement complémentaire de Gymnasium
Abendgymnasium (4.28)	Gymnasium, evening classes	Gymnasium, classes du soir
Wirtschaftswissenschaftliches Gymnasium (4.26)	Gymnasium, economics type	Gymnasium, section économique et scientifique
Wirtschafts- und sozialwissenschaftliches Gymnasium (4.26)	Gymnasium, economics and social sciences type	Gymnasium, section économique et sciences sociales
Musisches Gymnasium (4.26)	Gymnasium, music and arts type	Gymnasium, section arts - musique
Wirtschaftsgymnasium (4.26)	Secondary general school, economics type, giving access to specialised studies in higher education	Gymnasium, section économique, donnant accès à certaines études supérieures
Gymnasium für Frauenbildung (4.26)	Secondary general school for women's education giving access to specialised studies in higher education	Gymnasium pour jeunes filles, donnant accès à certaines études supérieures
Technisches Gymnasium (4.26)	Secondary general school, technological type	Gymnasium, section technique
Kolleg (4.29)	Institute of general education preparing young adults for the Abitur	Etablissement d'enseignement général préparant de jeunes adultes à l'*Abitur*
Abitur (4.29)	Maturity examination	Examen de fin d'études secondaires
Berufsschule (4.31)	Part-time vocational school	Ecole professionnelle à temps partiel
Berufsfachschule (4.32)	Full-time vocational school	Ecole professionnelle à plein temps
Höhere Handelsschule (4.32)	Secondary commercial school	Ecole supérieure commerciale
Berufsaufbauschule (4.33)	Vocational extension school	Ecole professionnelle complémentaire

	Explanatory list of terms	*Index*
Fachschule (5.1)	Technical school	Ecole supérieure technique
Fachschulreife (4.33)	Final examinations giving access to colleges	Examen de fin d'études donnant accès aux instituts
Meisterschule (5.1)	School for master craftsmen	Ecole de maîtres-artisans
Technikerschule (5.1)	School for technicians	Ecole de techniciens
Fachschule für Sozialpädagogik (5.1)	School for social work	Ecole de pédagogie sociale
Akademien (Höhere Fachschulen) (5.3)	Colleges	Instituts (et écoles supérieures techniques)
Akademie für Sozialpädagogik (Höhere Fachschule für Sozialpädagogik) (5.3)	College for social group work	Institut de pédagogie sociale
Akademie für Sozialarbeit (Höhere Fachschule für Sozialarbeit) (5.3)	College for social work	Institut d'assistance sociale
Akademie für Betriebswirtschaft (Höhere Wirtschaftsfachschule)	College of economics	Institut d'études économiques
Ingenieurakademie (5.3)	College of engineering	Ecole d'ingénieurs

B. Alphabetical list

Abendgymnasium (4.28)
Abendrealschule (4.25)
Abitur (4.26 to 4.29)
Akademien (Höhere Fachschulen) (5.3)
Akademie für Betriebswirtschaft (Höhere Wirtschaftsfachschule) (5.3)
Akademie für Sozialarbeit (Höhere Fachschule für Sozialarbeit) (5.3)
Akademie für Sozialpädagogik (Höhere Fachschule für Sozialpädagogik) (5.3)
Aufbaugymnasium (4.27)
Aufbaurealschule (4.24)
Berufliche Umschulung (7.2)
Berufsschule (4.31)
Berufsfachschule (4.32)
Berufsaufbauschule (4.33)
Eingangsstufe (4.23 à 4.26)
Fachschule (5.1)
Fachschule für Sozialpädagogik (5.1)
Fachschulreife (4.33)
Förderstufe (4.12)
Grundschule (4.11)
Gymnasium (4.26)
Gymnasium für Frauenbildung (4.26)
Hauptschule (4.22)
Hochschulreife (4.26)
Höhere Fachschule (Akademie) (5.3)
Höhere Handelsschule (4.32)
Ingenieurakademie (5.2)
Kindergarten (3)
Kolleg (4.29)
Lehrer (6 à 6.5)
Meisterschule (5.1)
Musisches Gymnasium (4.26)
Realschule (Mittelschule) (4.23)
Realschullehrer (6.3)
Schulkindergarten (3)
Sonderschule (7.1)
Technikerschule (5.1)
Technisches Gymnasium (4.26)
Volksschule (6.1)
Wirtschaftsgymnasium (4.26)
Wirtschaftswissenschaftliches Gymnasium (4.26)
Wirtschafts- und sozialwissenschaftliches Gymnasium (4.26)

FINLAND

Description of school system

1 GENERAL PRINCIPLES OF EDUCATION

Although society has not set any uniform or general educational aims for the Finnish educational system, there are, however, clearly defined aims for the various levels and forms of education which can be summarised as follows :

1.1 According to the present Act on Primary Education, the primary schools must provide the citizens with the necessary basic education. The primary school must inculcate moral principles in its pupils and impart to them the theoretical and practical knowledge which they will need in their daily life. The purpose of the primary school is also to encourage post-school education as well as the cultural interest of young people.

The aim of the secondary school is to develop the pupils into independent, judicious and socially aware individuals who, when at their best, are versatile, balanced and intellectually receptive.

In accordance with their specific character, the schools which provide vocational training have their own special aims and tasks. The purpose of the technical vocational schools is to train technicians for tasks of a level which involves, amongst other things, organisation of work and foremanship, by providing the students, on the basis of more extensive general knowledge and of a sufficient amount of technical knowledge, with the practical training and skills necessary for techno-economic fields.

The long-range aim of the new basic school is to produce civilised men and women, characterised by qualities which enable them to embrace and assimilate the global spiritual and cultural heritage of mankind, to co-operate with their fellow men and women and to develop independence of thought and powers of judgment.

1.2 The major part of the Finnish population belongs to the Evangelical-Lutheran state church according to which creed religious instruction is provided both in the primary and secondary schools as well as in all the other schools in which religion is included in the curriculum. Under certain conditions the schools may also provide religious instruction to those confessing other creeds.

1.3 Finland is a bilingual country, the national languages of which are Finnish and Swedish. In respect of education, the interests of the Swedish-speaking minority (just over 7 %) are guaranteed in the same way as are those of the majority. There are also a few foreign-language schools which receive state aid upon fulfilment of certain conditions.

1.4 Being compulsory, the education provided by the primary schools and the basic school is free of charge to everyone. The pupils of the secondary school must, however, with the exception of the pupils in the municipal lower secondary schools, themselves defray the cost of their school equipment, school meals and transport to school. They are also obliged to pay a termly tuition fee which is, however, fairly modest. Pupils lacking means may be given so-called free places in secondary schools, which means that they are exempt from the payment of tuition fees.

1.5 In Finland, boys and girls have the same right to education, and co-education is practically universal. The proportion of girls and boys at all levels of education is generally the same. The aim of Finnish education is to ensure that all individuals receive an education corresponding to their aptitude and ability.

1.6 Organisation of studies

The primary school proper is organised on a 6-7-year basis and the second stage of primary education, the civic school, extends over 2-3 years. The pupils who enter the academic secondary schools leave the primary schools after the 4th grade. Completion of the primary school course (the primary school proper and the civic school) is a basic qualification for admission to vocational schools. Those who have completed the 5-year lower academic secondary school course may apply for admission either to the upper academic secondary school or to vocational colleges. After having completed the 3-year upper academic secondary school course and passed the matriculation examination students may be admitted to universities or institutes of higher education.

From the existing parallel forms of education, the primary school (and the civic school) and the lower academic secondary school, a 9-year basic school of the comprehensive type will be formed, which will replace the existing forms of education. Completion of the basic school will fulfil the requirements of compulsory education. The school reform will be implemented gradually in ten years beginning in 1970.

1.7 Compulsory school attendance begins in the year in which the child reaches the age of 7 and ends at the age of 16, but the requirements of the law are fulfilled if a pupil graduates from the " primary school " or acquires corresponding knowledge and skills in other ways.

Compulsory education is given either in *kansakoulu/folkskola* (the "primary school") (I/II, 8-9) or partly in *oppikoulu/läroverk* (the "academic secondary school") (G II/III, 8 (9) or G II/III, 6). The school year, comprising autumn and spring terms, lasts from September to May (six days per week).

2 ADMINISTRATION

2.1 *Kouluhallitus/Skolstyrelsen* (the National Board of Schools) and *Ammattikasvatushallitus/Yrkesutbildningsstyrelsen*[1] (the National Board of Vocational Education) are collegiate central bureaus under the Ministry of Education. The former exercises control and supervision of general and adult education ; to the latter belongs responsibility for the greatest part of vocational education.

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[1] The designations are given in the two national languages, Finnish and Swedish.

2.2 Education for agriculture and forestry comes under the Ministry of Agriculture, the schools for military services under the Ministry of Defence, the schools for protection and health services under the Ministry of the Interior, the schools for railway and postal services under the Ministry of Communications and Work and the schools for social services under the Ministry of Social Affairs.

2.3 For administrative purposes *kansakoulut/folkskoler* (the "primary schools") and *oppikoulut/läroverk* (the "academic secondary schools") belong to different divisions under different departments in the National Board of Schools. The local and regional authorities are responsible for the "primary school". There is no regional administration for the "academic secondary school". In 1968, however, parliament passed legislation providing for the reorganisation of school administration. The reorganisation of the National Board of Schools in accordance with the said act was effected on 1 October 1969. A system of regional school administration was also set up on 1 April 1970, by the establishment of school divisions (for matters relating to primary and secondary schools, public libraries and adult education) in the Provincial Government Offices. Decrees on the said reforms were issued in Finland in 1969 and 1970.

3 PRE-PRIMARY EDUCATION

Responsibility for the supervision of *lastentarhat/barnträdgårdar* (*kindergartens*) rests with the Ministry of Social Affairs. *Kindergartens* are municipal or private property. Most of them charge no fees, and are situated in towns and cities. The Ministry of Education has no responsibility in this field.

4 PRIMARY AND SECONDARY EDUCATION

4.1 *Kansakoulut/folkskolor* (the "primary schools")[1] are state subsidised municipal schools ; the instruction is free of charge and there is no charge for textbooks and other school supplies, school meals or transport.
They are organised in two stages :

4.11 *varsinainen kansakoulu/egentlig folkskola* ("primary school proper") (I 6 or I 7), and

4.12 the lower secondary stage, the 2-year *kansalaiskoulu/medborgarskola* ("civic school") (since 1964 with an optional third year) (g II, 2 (3) or g II, 1) ; a variant of this 6 + 2 (or 3) pattern is a 7 + 1 pattern.
These schools are organised on an 8-year basis in urban centres and in more than two thirds of the rural municipalities.
The primary school proper offers instruction in the ordinary basic subjects. The "civic school" provides education in citizenship and pre-vocational training. As an optional subject, either the second national language, or English, is taught nowadays in the primary school proper and/or in the civic school.

4.2 Administratively, three different types of general secondary schools provide the education required for academic studies :
(*a*) *valtionoppikoulut/statsläroverk* (the "state academic secondary schools")[1] are government institutions directly under the National Board of Schools, their

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[1] Because of the parallel system, the meaning of the forms "primary school" and "academic secondary school" differ a little from the way in which the words are normally used ; therefore the terms "primary school" and "academic secondary school" are stated in quotation marks.

operations being financed by the state and their principals and teachers enjoying the status of civil servants ;

(*b*) *yksityiset oppikoulut/privata läroverk* (the private state-supported academic secondary schools) which are owned by foundations, corporations, associations or municipalities, supervised by the National Board of Schools : about 80 % of their annual expenditure is reimbursed by subsidies from the government. They observe the regulations in force which govern the salaries of teachers and draw up their curricula mainly on the basis of the curricula for state secondary schools ;

(*c*) *kunnalliset keskikoulut/kommunala mellanskolor* (the municipal lower academic secondary schools) belong administratively to *kansakoulu/folkskola* (the "primary school") : they do not, for example, charge any fees for tuition. Otherwise they are comparable with regular lower secondary schools and offer corresponding curricula.

The pupils in these schools are selected partly on the basis of the report and certificate given by their teacher in the primary school proper, and partly on the results of an entrance examination specially arranged for this purpose.

Instruction is not free in the state and private secondary schools. They may be co-educational (since 1883) or, very rarely, separate for either boys or girls and comprise a lower and upper stage.

4.21 *Keskikoulu/mellanskola* (the lower academic secondary school) (G II 5 (6) or G 3).

4.22 *Lukiot/gymnasier* (the upper academic secondary schools) (G III 3) may be found combined with junior secondary schools or as separate schools.

The 5-year (or 6-year) lower academic secondary school follows four forms of the "primary school proper". Alternatively, there may be found a 3-year lower academic secondary school following 6 years of the primary school. The 3-year upper academic secondary school is based on the lower academic secondary school, preceded by selection. The lower academic secondary school curriculum (including the second national language) is the same for all pupils, except in respect of foreign languages which are usually either English or German or, in certain cases, Latin, French or Russian. The curriculum of the upper academic secondary school is often divided into mathematical and language programmes. Besides the compulsory subjects, many schools offer voluntary courses in various other subjects.

No special examination is taken by those who have finished the lower academic secondary school. These pupils however receive a school leaving certificate, which is a basic qualification for various occupations.

All the pupils completing the last year of the upper academic secondary school take *ylioppilastutkinto/studentexamen* (the matriculation examination). It serves two purposes : it is a graduation examination from the "academic secondary school" and it is a basic requirement for access to higher studies. (Most of the university faculties have a *numerus clausus* which calls for a separate entrance examination).

4.23 The new, comprehensive *peruskoulu/grundskola* (basic school) (G or g I and II 9) is to replace not only the "old primary school" (8-year compulsory school) but also all types of lower secondary schools.

The basic school is divided into *ala-aste/lågstadium* (lower stage) (grades 1-6), which provides identical courses for all pupils and into *yläaste/högstadium* (upper stage) (grades 7-9).

From the 7th grade (the beginning of the upper stage) the studies are divided into common subjects (26-29 hours per week) and voluntary courses (4-6 hours per week). In some of the common subjects (foreign languages, mathematics, physics, chemistry and probably also mother tongue) the pupils can choose between two or three different courses at different levels.

4.3 *Ammattikasvatushallitus/yrkesutbildningsstyrelsen*(the National Board of Vocational Education) is responsible for technical, commercial and navigational colleges, for all schools of industry, handicraft, catering and economics under the Ministry of Education and, as from 14 July 1968, for schools of domestic economy and domestic handicraft; those concerned with forestry, agriculture, domestic economy and domestic handicraft are the responsibility of the National Board of Agriculture and the State Board of Forestry, both under the Ministry of Agriculture. (The schools for handicapped children are the responsibility of the Ministry for Social Affairs).

The schools providing vocational education are owned by the state or by municipalities, or by private associations. The government supports vocational education by paying generally two thirds of the expenses of municipal and private schools. The schools usually require a period of practical training (1-2 years). Lower vocational schools train as skilled workers young people who have completed the "primary school" (in some fields the lower secondary school). The course in these schools lasts from 2 to 3 years ; they are full-time schools in which practical work often accounts for more than half of the time.

The following are the main types of these schools :

4.31 *Teknillinen koulu/teknisk skola* (3-year technical school) (v/V III 3), with minimum age of entry 17.

4.32 *Kauppakoulut/handelsskolor* (2-year commercial schools) (v(V) III 2[1]), minimum age of entry 15. The 2-year *liikeapulaiskoulu/expeditskola* (shop-assistants school) is an evening school which follows a completed primary school course.

4.33 *Yleiset ammattikoulut/allmänna yrkesskolor* (2-year or 3-year general vocational schools) (V II 2-3), with a minimum age of entry of 15, owned by the state or by one municipality or municipal block.

4.34 *Erikoisalan ammattikoulu* (special *yrkesskola*) (2-4-year vocational school) (v III 2-4), minimum age of entry 16 ; privately owned.

4.35 *Merenkulkukoulu/Sjöfartskola* (1-3-year navigational school) (v III 3), minimum age of entry 17.

4.36 *Metsäkoulu/Forstskola* (1-year forestry school) (v III 1), minimum age of entry 16.

4.37 *Maatalouskoulut/Lantbruksskolor* (1-year or 2-year schools for agriculture) (v III 1 (2)), minimum age of entry 17.

4.38 *Emäntäkoulut/Husmodersskolor* (1-year housewifery schools) (v III 1), minimum age of entry 17.

4.39 *Talouskoulut/Hushållskolor* (schools for domestic economy with a course lasting approximately 5 months)[1] (v III 1/2), minimum age of entry 16.

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[1] Studies may be continued according to certain requirements in corresponding institutes of higher education.

4.40 *Musiikkopisto/Musikinstitut* (music institutes) (g II to IV) offer a varied programme of music.

4.41 *Kotiteollisuuskoulut/Hemslöjdsskolor* (1-year or 2-year home industries schools) (v III 1 (2)), minimum age of entry 16[1].
Furthermore, there are different kinds of (approximately) 1-year vocational courses.

5 TECHNICAL AND VOCATIONAL EDUCATION (Stage IV)

Upper vocational schools (colleges, institutes) train specialists in various trades to serve as skilled workers and foremen. Pupils who enter these schools have completed lower vocational school courses or have graduated from lower academic secondary schools. The curricula are somewhat broader in scope than those of the lower schools ; for example, instruction is given in foreign languages. The following are the main types of upper vocational schools :

5.1 *Taideteollisuusopisto/Konstindustriella läroverket* (4-year institute of industrial design) (v V tT IV, 4), minimum age of entry 17.

5.2 *Teknilliset opistot/Tekniska läroverk* (4-year technical colleges) (v (V) IV 4)[1], minimum age of entry 18, preceded by a period of practical training.

5.3 *Kauppaopistot/Handelsinstitut* (2-year commercial colleges) (v (V) IV 2 or v (V) IV 1)[1]; the requirement for admission to the 1-year course is the matriculation examination from the upper academic secondary school.

5.4 *Yhteiskunnallinen korkeakoulu/Social- och kommunalhögskola* (1-3-year courses (for social workers etc.) at the institute of social sciences) (vV IV 1-3), minimum age of entry 18.

5.5 *Metsäopisto/Forstinstitut* (2-year institute of forestry) (v IV 2), minimum age of entry 18.

5.6 *Maatalousopistot/Lantbruksinstitut* (2-3-year agricultural colleges) (v IV 2-3), minimum age of entry 18.

5.7 *Kotitalousopistot/Institut för huslig ekonomi* (1-year institutes for domestic economy) (v IV 1), minimum age of entry 19.
The government has appointed a committee which will submit a report on the reorganisation of all upper secondary and vocational education.

5.8 *Sibelius akatemia/Sibelius Akademia* (Institutes for higher musical studies) (v V tT 5).

6 TEACHER TRAINING

6.1 The "primary school proper" employs mainly class teachers who teach all subjects. Earlier, they normally received their training in *Seminaarit/Seminarier* (the 4-year teacher training schools) (t IV 4) which were entered after completion of the lower secondary school.

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[1] Studies may be continued according to certain requirements in corresponding institutes of higher education.

6.2 As from 1968, the training has been provided in the 3-year teacher training schools or in *oppettajakorkeakoulut/Lärarhögskolor* (the 3-year teacher training colleges) (t IV 3) or in the universities (*Jyväskylä, Oulu, Joensuu*) to which the basis of admission is the matriculation examination of the upper secondary school.

In many urban centres primary schools proper employ subject teachers in foreign languages, handicrafts, domestic science, music and gymnastics. A regular system of providing specialisation courses for class teachers of the primary school proper is being developed. In the training of class teachers every student specialises in three subjects.

Civic schools employ only subject teachers, Provisionally, an ordinary primary school teacher has to study an extra year in order to gain competence either as a teacher of general courses or as a specialist. Similarly, a person who has training in some special trade must, in order to earn a certificate to teach in the "civic school", take a 1-or 2-year special course concentrating on education and teaching practice.

6.3 "*Kotitalousopettajaopisto/Institut för Lärare i huslig ekonomi*" trains teachers in domestic economy. The courses in the said institute last three and a half years (t T IV, 3½).

The teachers of the "academic secondary schools" are generally required to have an academic degree or a corresponding examination. A junior teacher, employed mostly at the lower secondary level, is required to have the equivalent of a B.A. degree, and a senior teacher, principally engaged in teaching in the upper academic secondary school, an M.A. degree.

Teachers of non-theoretical subjects (at the "secondary school") are required to pass an examination in a teacher training institution specialising in the particular field in question.

6.4 The 1-year educational training of the teachers of the "academic secondary school" takes place in *normaalilyseo/normallyséum* (the so-called normal schools), where the teacher candidates are obliged to undertake practice teaching and to familiarise themselves with all the practical and theoretical aspects of school life.

The regulations governing the competency of vocational school teachers are diverse. Formerly, stress was laid on the theoretical and practical mastery of the trade in question, but recently attention has begun to be directed more to educational training. Generally, one year of teacher training is required.

6.5 In 1958 *Ammattikoulujen opettajaopisto/Institut för lärare i yrkesskolor* (a vocational school teacher training institute) (t IV 1), was opened where teachers preparing for positions in vocational schools are given methodological courses.

6.6 The 3-year *Kotiteollisuusopettajaopisto/Hemslöjdlärarinstitut* (t IV 3) trains teachers in home industries (domestic handicraft).

A teacher training committee has published a report according to which the training of primary school teachers and teachers for academic secondary education will in the near future be united and all teacher training will be based on the matriculation examination.

In 1969, government committees for the planning of teacher training published reports according to which the training of primary school teachers and teachers for secondary education would, in the near future, be united and all teacher training would be based on the matriculation examination from the upper secondary school. In connection with the planned re-organisation of teacher training in Finland, the said training will, in its essential parts, be transferred to teacher training departments in the universities.

7 OTHER FORMS OF FORMAL EDUCATION

Vapaa kansansivistystyö/Fri folkbildningsverksamhet (supplementary education) which administratively belongs to adult education, forms an integral part of the educational system of Finland. It is directed and controlled by the National Board of Schools and is entitled to regular state subsidy.
Besides library services and several kinds of free adult education, there are the following main types of institutions :

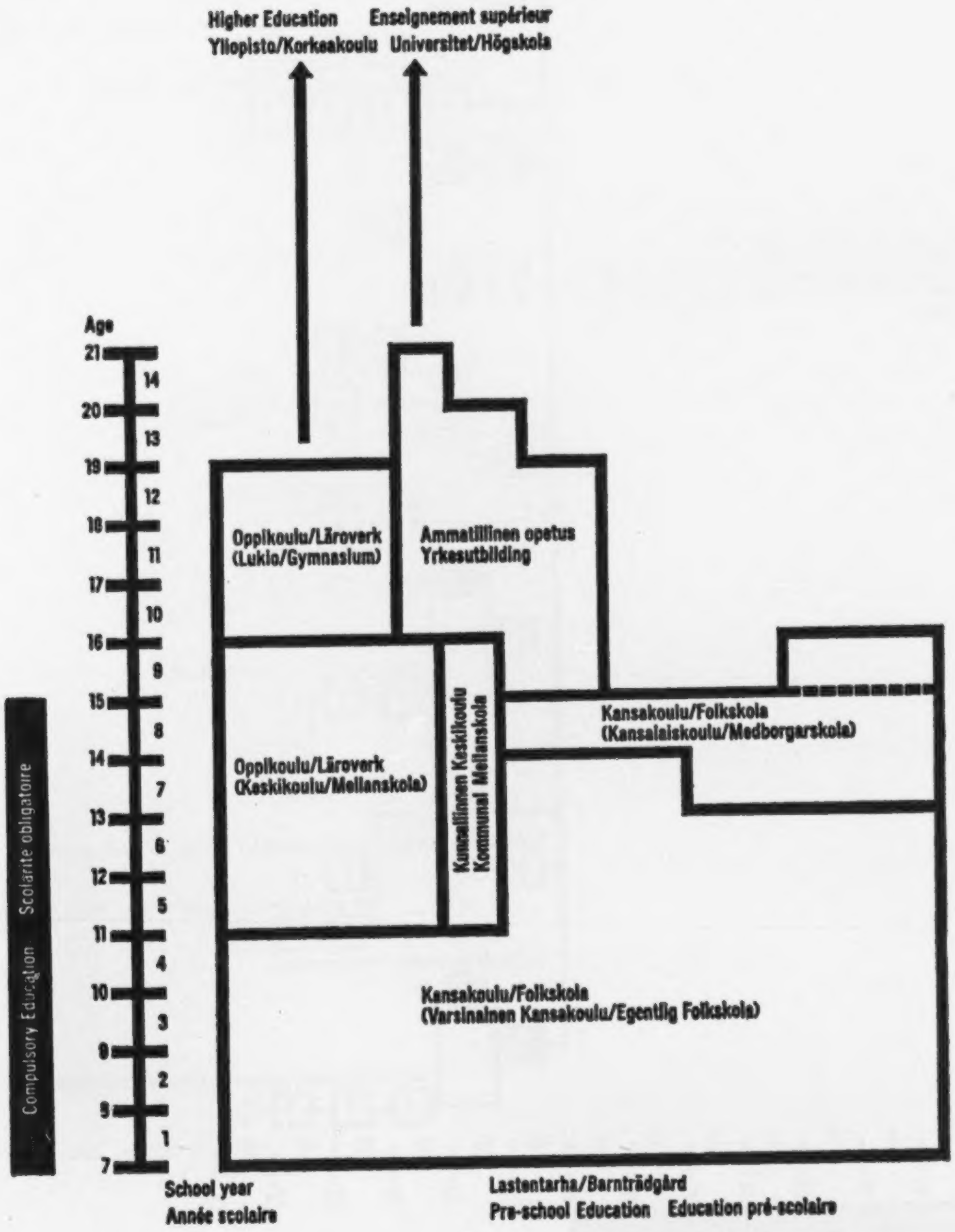
7.1 *Kansanopistot/Folkhögskolor* (the 1-3-year "folk high schools") (g III-IV 1-3), which are residential, non-compulsory schools giving all-round, character-developing education ;

7.2 *Kansalais- tai työväenopistot/Medborgar- eller arbetarinstitut* (the civic or workers' institutes) (g III-IV), part-time, for which the minimum age of entry is 16, It offers a varied programme of public lectures and evening courses (both theoretical and practical) not leading to any certificate or any particular kind of employment.

(1969)

Finland
Finlande

Diagram 1


Higher Education
Enseignement supérieur
Yliopisto/Korkeakoulu
Universitet/Högskola
Age
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
14
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11
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9
8
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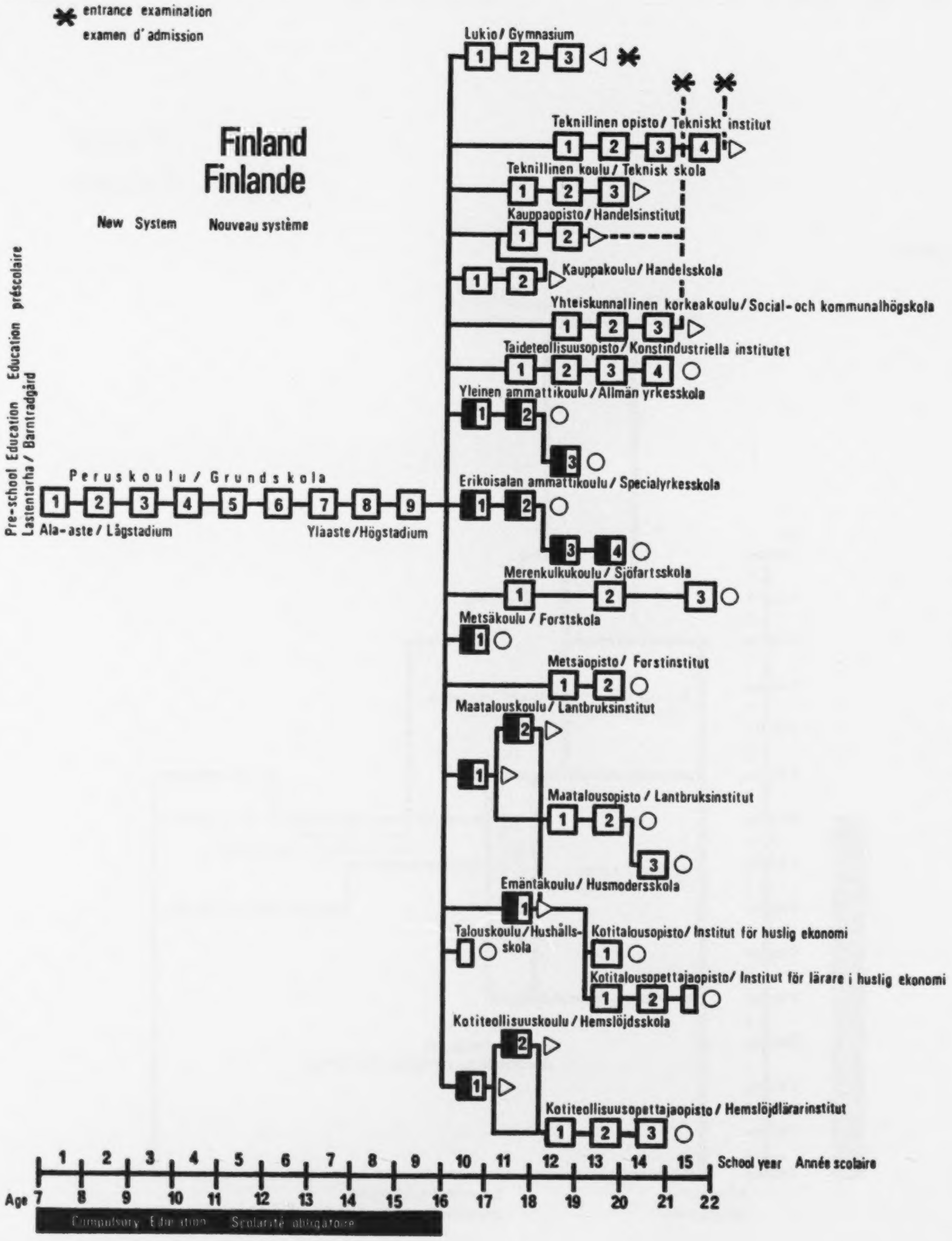
6
5
4
3
2
1
Compulsory Education
Scolarité obligatoire
Oppikoulu/Läroverk
(Lukio/Gymnasium)
Ammatillinen opetus
Yrkesutbilding
Oppikoulu/Läroverk
(Keskikoulu/Mellanskola)
Kunnallinen Keskikoulu
Kommunal Mellanskola
Kansakoulu/Folkskola
(Kansalaiskoulu/Medborgarskola)
Kansakoulu/Folkskola
(Varsinainen Kansakoulu/Egentlig Folkskola)
School year
Année scolaire
Lastentarha/Barnträdgård
Pre-school Education
Education pré-scolaire

Diagram 2


✱ entrance examination
examen d'admission
Finland
Finlande
New System
Nouveau système
Pre-school Education Education préscolaire
Lastentarha / Barntradgård
Peruskoulu / Grundskola
1 2 3 4 5 6 7 8 9
Ala-aste / Lågstadium
Yläaste / Högstadium
Lukio / Gymnasium
Teknillinen opisto / Tekniskt institut
Teknillinen koulu / Teknisk skola
Kauppaopisto / Handelsinstitut
Kauppakoulu / Handelsskola
Yhteiskunnallinen korkeakoulu / Social- och kommunalhögskola
Taideteollisuusopisto / Konstindustriella institutet
Yleinen ammattikoulu / Allmän yrkesskola
Erikoisalan ammattikoulu / Specialyrkesskola
Merenkulkukoulu / Sjöfartsskola
Metsäkoulu / Forstskola
Metsäopisto / Forstinstitut
Maatalouskoulu / Lantbruksinstitut
Maatalousopisto / Lantbruksinstitut
Emäntäkoulu / Husmodersskola
Talouskoulu / Hushålls-skola
Kotitalousopisto / Institut för huslig ekonomi
Kotitalousopettajaopisto / Institut för lärare i huslig ekonomi
Kotiteollisuuskoulu / Hemslöjdsskola
Kotiteollisuusopettajaopisto / Hemslöjdlärarinstitut
Higher Education Enseignement supérieur
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 School year Année scolaire
Age 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22
Compulsory Education Scolarité obligatoire

	Explanatory list of terms	Index
	A. CLASSIFIED LIST	A. INDEX METHODIQUE
Lastentarna/Barnträdgård (3)	Establishment of pre-school education	Etablissement préscolaire
Kansakoulu/Folkskola (4.1) *I/II 8-9*	Primary school (lower and upper level)	Ecole primaire (cycle inférieur et supérieur)
Varsinainen kansakoulu/Egentlig folkskola (4.11) 1 6 to 1 7	" Primary school proper ", lower level of primary school	Ecole primaire élémentaire, cycle inférieur
Kansalaiskoulu/Medborgarskola (4.12) g II 2 (3) or g II 1	" Civic school ", upper level of primary school leading mainly to vocational training	« Ecole civique », cycle de l'école primaire menant avant tout à l'enseignement professionnel
Kunnallinen keskikoulu/Kommunal mellanskola (see also (4.21) G II 5 or G II 3 (4)	" Municipal lower academic secondary school " ; lower level of academic secondary education leading to higher education	Ecole secondaire municipale, menant à l'enseignement supérieur
Oppikoulu/Läroverk (4.2) G II/III 8 (9) or G II/III 6	Academic secondary school ; lower and upper levels leading to higher studies	Ecole secondaire menant à l'enseignement supérieur
Keskikoulu/Mellanskola (4.21) G II 5 (6) or G II 3	" Lower academic secondary school ", lower level of academic secondary education leading to higher studies	Ecole secondaire menant à l'enseignement supérieur
Lukio/Gymnasium (4.22) G III 3	" Upper academic secondary school ", upper level of academic secondary education leading to higher studies	Ecole secondaire menant à l'enseignement supérieur
Valtionoppikoulut/Statsläroverk (4.2)	State academic secondary schools	Ecoles publiques secondaires
Yksityisoppikoulut/Privatläroverk (4.2)	Private academic secondary schools	Ecoles secondaires privées
Ylioppilastutkinto/Studentexamen (4.22)	Matriculation examination (from the upper academic secondary school), basic requirement for academic studies	Examen de sortie d'une école secondaire donnant accès à l'enseignement supérieur
Peruskoulu/Grundskola (4.23)	Compulsory comprehensive school	Ecole unique obligatoire
Teknillinen koulu/Teknisk skola (4.31) v (V) III 3	Technical school, lower level of technical education	Ecole secondaire technique, premier cycle
Kauppakoulu/Handelsskola (4.32) v (V) (III 2)	Commercial school, lower level of commercial education	Ecole de commerce, premier cycle
Yleinen ammattikoulu/Allmän yrkesskola (4.33) v III 2-3	General vocational school offering general and technical training	Ecole professionnelle dispensant une formation de base « professionnelle générale »
Erikoisalan ammattikoulu/Special yrkesskola (4.34) v III 2-4	Vocational schools for special fields	Ecoles professionnelles spécialisées
Merenkulkukoulu/Sjöfartsskola (4.35) v III 1-3	Navigational school	Ecole navale
Metsäkoulu/Forstskola (4.36) v III 1	Forestry school	Ecole forestière

	Explanatory list of terms	*Index*
Maatalouskoulu/Lantbruksskola (4.37) v III 1 (2)	Normal school for agriculture	Ecole agricole
Emäntäkoulu/Husmodersskola (4.38) v III 1	Housecraft school	Ecole ménagère
Talouskoulu/Hushållskola (4.39) v III 1/2	School for home economics	Ecole d'économie domestique
Kotiteollisuukoulu/Hemslöjdsskola (4.41) v III 1 (2)	School for training home handicraft	Ecole d'artisanat familial
Taideteollisuusopisto/Konstindustriella läroverket (5.1) v V tT IV 4	Institute of Industrial Design	Institut des arts et métiers
Teknillinen opisto/Tekniskt läroverk (5.2) v (V) IV 4	Technical college, upper level of non-academic technological education	Collège technique (deuxième cycle)
Kauppaopistol/Handelsinstitut (5.3) v (V) IV 2 or 1	Commercial college, upper level of non-academic commercial education	Ecole de commerce (deuxième cycle)
Yhteiskunnallinen Korkeakoulu/Social-och Kommunalhögskola (5.4) v V IV 1-3	Institute of Social Sciences	Institut des sciences sociales
Metsäopisto/Forstinstitut (5.5) v IV 2	Institute of Forestry (non-academic)	Institut forestier
Maatalousopistol/Lantbruksinstitut (5.6) v IV 2-3	Agricultural college (non-academic)	Institut agronomique
Kotitalousopisto/Institut för huslig ekonomi (5.7) v IV 1	Institute for Home Economics (non-academic)	Institut d'enseignement ménager
Seminaari/Seminarium (6.1) t IV 4 or t IV 6	Training school for primary school teachers	Ecole normale d'instituteurs
Opettajakorkeakoulu/Lärarhögskola (6.2) t IV 2	Primary school teachers' college for students who have completed the upper level of academic secondary school	Centre de formation d'instituteurs pour les étudiants ayant achevé leurs études secondaires de type classique
Kotitalousopettajaopisto/Institut för lärare i huslig ekonomi (6.3) t T IV 2 1/2	Institute for teachers in home economics	Centre de formation de professeurs d'enseignement ménager
Normaalilyseo/Normallyiséum (6.4)	Normal school, for the training of secondary school teachers	Ecole normale pour la formation des professeurs de l'enseignement secondaire
Ammattikoulujen opettajaopisto/Institut för lärare i yrkesskolor (6.5) t IV 1	School for the training of teachers of vocational subjects	Ecole normale pour la formation des professeurs de l'enseignement professionnel
Kotiteollisuusopettajaopisto/Hemslöjdslärarinstitut (6.6) t IV 3	School for the training of teachers of home handicraft	Ecole normale pour la formation des professeurs d'artisanat familial
Yliopisto/Universitet	University	Université

	Explanatory list of terms	*Index*
Ammatillinen opetus/ Yrkesutbildning	University ; school, college or institute of university level for vocational education	Université ; école ou établissement d'enseignement supérieur dispensant un enseignement professionnel
Vapaa Kansansivistystyö/ Fri folkbildningsverksamhet	Free supplementary education (adult education)	Education complémentaire gratuite (pour adultes)
Kansanopisto/Folkhögskola (7.1) g III/IV 1-3	Folk high school	Ecole supérieure populaire
Kansalais- tai Työväenopisto/ Medborgar eller Arbetarinstitut (7.2) g III/IV pt.	Civic or worker's institute	Institut civique (pour les travailleurs)
Kouluhallitus/Skolstyrelsen (2.1)	The Finnish National Board of Schools	Direction de l'enseignement général
Ammattikasvatushallitus/ Yrkesutbildningsstyrelsen (2.1)	The National Board of Vocational Education	Direction de l'enseignement professionnel

B. Alphabetical list

Ammatillinen Opetus/ Yrkesutbildning (5)
Ammattikasuatushallitus/ yrke sutbildningsstyrelsen (4.3)
Ammattikoulujen Opettajaopisto/ Institut för lärare i yrkesskollor (6.5)
Emäntäkoulu/Husmodersskola (4.38)
Erikoisalan Ammattikoulu/ Special Yrkesskola (4.34)
Kansalaiskoulu/Medborgarskola (4.12)
Kansalais-tai Työväenopisto/ Medborgar eller arbetarinstitut (7.2)
Kansakoulu/Folkskola (4.1)
Kansanopisto/Folkhögskola (7.1)
Kauppakoulu/Handelsskola (4.32)
Kauppaopisto/ Handelsinstitut (5.3)
Keskikoulu/Mellanskola (4.21)
Kotitalousopettajaopisto/ Institut för lärare i huslig ekonomi (6.3)
Kotitalousopisto/Institut för huslig ekonomi (5.7)
Kotiteollisuusopettajaopisto/ Hemslöjdslärarinstitut (6.6)
Kotiteollisuuskoulu/ Hemslöjdsskola (4.41)
Kouluhallitus/Skolstyrelsen (2.1)
Kunnallinen Keskikoulu/ Kommunal Mellanskola (4.21)
Lastentarha/Barnträdgard (3)
Lukio/Gymnasium (4.22)
Maatalouskoulu/Lantbruksskola (4.37)
Maatalousopisto/Lantbruks Institut (5.6)
Merenkulkukoulu/sjöfartsskola (4.35)
Metsäkoulu/Forstskola (4.36)
Metsäopisto/Forstinstitut (5.5)
Normaalilyseo/Normallycéum (6.4)
Opettajakorkeakoulu/ Lärarhögskola (6.2)
Oppikoulu/Läroverk (4.2)
Peruskoulu/Grundskola (4.23)
Seminaari/Seminarium (6.1)
Taideteollisuusopisto/ Konstindustriella Läroverket (5.1)
Talouskoulu/Hushållskola (4.39)
Teknillinen Koulu/Teknisk Skola (4.31)
Teknillinen opisto/Teknisk Läroverk (5.2)
Valtionoppikoulut/Statsläroverk (4.2)
Vapaa Kansansivistystyö/ Fri folkbildningsverksameht (7)
Varsinainen Kansakoulu/ Egentlig Folkskola (4.11)
Yhteiskunnallinen Korkeakoulu/ Social- och Kommunalhögskola (5.4)
Yksityisoppikoulut/ Privatläroverk (4.2)
Yleinen Ammattikoulu/Allmän Yrkesskola (4.33)
Ylioppilastutkinto/Studentexamen (4.22)

FRANCE

Description of school system

1 GENERAL PRINCIPLES OF EDUCATION

According to the Constitution, "the nation guarantees the equal access of children and of adults to education, to professional training and to general culture. It is the duty of the state to organise free and secular public education at all levels". The organisation of French education is thus controlled by a number of general principles which are as follows :

1.1 Freedom of education : allowing for the co-existence of a public educational service and private institutions which can receive state aid.
The public educational establishments are organised and maintained by the state, the departments, the urban communities and the communes but they do not have a monopoly of education. Alongside the public establishments, private educational institutions exist which are organised and maintained by private citizens, associations, professional bodies and religious organisations. By virtue of the law of 31 December 1959, these institutions can receive state aid.

1.2 Compulsory education : up to the age of 16 completed years for children of both sexes, whether of French or foreign nationality. This is applicable to children attaining the age of 6 after 1 January 1959.
Compulsory education is designed to provide a basic education and corpus of knowledge, the essentials of general culture and, depending on the options selected, a preparation for professional life.

1.3 No charge for public education : gradually introduced under the Third Republic : primary education in 1882 ; secondary education in 1933.
Tuition is free in all public educational establishments with the exception of the universities and certain higher professional schools or *grandes écoles*. The state, the *départements* and the *communes* grant scholarships to students of acknowledged scholastic ability from families where resources are limited.

1.4 Non-denominational character of public education : neutrality in matters of religion, philosophy and politics is incorporated in the law governing compulsory education and is the primary condition of this law (1882). This was confirmed by the separation of Church and State in 1905. The non-denominational character of public education ensures that freedom of conscience is respected.
Pupils in all schools are permitted to practice their religion freely and to receive the religious instruction of their choice outside school hours.

1.5 Public character of examinations and competitions : the conferring of degrees is a privilege of the State. Examinations are public and open to the pupils of both state and private schools. Competitive examinations are open, without discrimination, to all candidates who fulfil the requirements with respect to age and qualifications.

2 ADMINISTRATION

2.1 A Secretary of State "with knowledge of the matters entrusted to him" is attached to the Minister : the services of the Ministry are available to him in the exercise of his duties.

2.2 Inspectors-General carry out the duties entrusted to them by the Minister. They inspect schools periodically in order to study problems on the spot, to provide guidance to teachers and assess their abilities.

2.3 There are seven directorates dealing with the following :

1. higher education : responsible for matters relating to the organisation and management of the universities and the higher professional schools ;
2. pedagogy, school subjects and guidance : overall responsibility for the organisation of studies and schools ;
3. technical and vocational teaching staff : responsible for recruitment and administration of staff ;
4. school, university and sports equipment : responsibility for preparation and implementation of school and university building programmes ;
5. social and administrative services : in charge of the facilities available to educational establishments ;
6. co-operation : responsible for technical relations with foreign countries and international organisations ;
7. public libraries and reading : responsible for the operation of school and university libraries.

2.31 Under the Ministry of Education, metropolitan France is divided into 23 educational districts or *académies*, each covering several *départements.*

2.32 At the head of each *académie* is a rector, who represents the Minister and is the chancellor of the universities within his academy. In each *département* the rector is represented by an *inspecteur d'académie,* and in the local districts (*circonscriptions*) by primary school inspectors.

2.4 Curricula and methods are laid down for the whole of France by ministerial regulations after consultation with councils including members of the different sectors of education.

2.5 The Minister of State for Social Affairs is responsible for the protection of the health of children of school age and the pupils and staff of all types of educational establishment.

2.6 A Secretary of State for Youth and Sports deals with physical and sports education, leisure, sporting activities and facilities and all action in favour of youth.

2.7 Agricultural education is under the Ministry of Agriculture. Various ministerial departments (Justice, Armed Forces etc.), also assume responsibility for specialised educational or higher professional schools.

3 PRE-SCHOOL EDUCATION

Nursery or pre-school education is provided for children between 2 and 6 years either in separate nursery schools or in infants' departments of primary schools. Under this system children receive together the care needed for their physical, intellectual and moral development. The methods used are based partly on the Montessori and Decroly methods.

4 PRIMARY AND SECONDARY EDUCATION (Stages I-II-III)

4.1 Primary education (from 6 to 11 years) : I-5

This is common to all children, whatever direction their subsequent studies take.

Primary schooling embraces the fundamentals (reading, writing, French, arithmetic), activities designed to awaken the child to the world around him (moral guidance, history and geography, observation exercises, drawing, singing, handwork) and games.

Primary education is provided in boys', girls' and mixed schools. It comprises three stages : preparatory (ages 6 to 7), elementary (ages 7 to 9), intermediate (ages 9 to 11).

For maladjusted children the following special classes or schools are provided :

— classes for handicapped children attached to primary schools ;

— state day and boarding schools for handicapped children of primary school age or aged 14 to 17 or 18 offering occupational training courses ;

— special classes or schools for children with sensory or motor defects ;

— "open-air" schools for handicapped children ;

— classes attached to certain hospitals for children requiring certain specialised medical treatments ;

— primary schools with boarding facilities for the children of itinerant families (bargees, nomads etc.).

4.2 Lower secondary education (from 11 to 15) or observation cycle : gG vV II 4

This cycle is designed to identify the aptitudes and tendencies of pupils in order to guide them towards the type of education best suited to them. The cycle lasts four years and receives pupils after their primary course who are not less than 11, or more than 12, years of age. Their aptitudes must have been verified by scrutiny of their school records. Examinations are organised in each *département* for pupils from private schools or those whose record does not show evidence of sufficient training.

4.21 Lower secondary education is provided in the *lycées* and in the *collèges d'enseignement général* (C.E.G.). Recently established *collèges d'enseignement secondaire*, however, will draw together under one authority and in the same locality, the various types of lower secondary education. These comprehensive establishments will thus provide the following sections : classical, modern 1, modern 2, modern 3 or transition (practical (gvt)).

As from the beginning of the school year 1968-69, this cycle includes :

— 3 distinct classes in the first and second years (called 6ᵉ and 5ᵉ) of the following types :

I and II (or classical and modern), with the same time-table and curriculum but different teaching methods ;

III, replacing the former transition classes and offering a modern language ;
— 4 distinct classes or sections in the 3rd and 4th years :
classical, with Latin (Greek optional) ;
modern I, with two modern languages ;
modern II, with one modern language only ;
practical, for school-leavers, geared to concrete activities.

4.22 Throughout the lower secondary course teachers meet periodically in class councils under the direction of a head teacher. A Guidance Council studies the proposals submitted by the class council and gives the families a considered opinion.

4.23 Special classes called *réception* or *adaptation* classes (3rd and 4th years of studies) can enrol pupils who, for one reason or another, could not be admitted to the first year of lower secondary school and for whom the revelation of new aptitudes has made a reorientation necessary.
At the end of the first two years of the lower primary course, pupils can choose agricultural education, provided in the agricultural colleges of *lycées*.

4.3 Upper secondary education (from 15 to 18 years) Gg Vv III 3/2
At the end of lower secondary education, pupils are guided, according to their aptitudes, preferences and results, towards :
(*a*) long courses of three years' duration leading either to one of the types of *baccalauréat*, or to a technician's *baccalauréat*, or to a technician's certificate ;
(*b*) short courses not exceeding two years and providing both vocational and general training.

4.31 Short course gv III 2
As defined in the Decree of 8 July 1968, the upper secondary short course combines further general education and vocational training. The training is directed either towards technical activities of an industrial, commercial, administrative and social nature, or to agricultural activities.
This course, of 2 years' duration, is given in upper secondary colleges (C.E.S.) and, for agriculturally oriented studies, in establishments controlled by the Ministry of Agriculture. On completion of the course, a diploma of vocational studies is awarded after a public examination. The diploma is evidence of qualified professional training.
Basic vocational training is also provided under two schemes : either a complete course in a technical educational establishment controlled by the Ministry of Education or by another Ministry, or a course where part of the training is in such establishments and part with a firm contractually linked to them. The course lasts a year and leads to a certificate of vocational education. For this purpose, the appropriate sections have been functioning since 1967.
The course may complete the compulsory education of pupils who, on completion of 4 years of studies subsequent to the primary course, have not reached the age of 16.

4.32 Long course : G V III 3
The long upper secondary course provides the formative aspect of secondary education whose essential purpose is general culture. The new regulations introduced by the Decree of 10 June 1965 brought changes to general education and to a section of vocational education.

The long general course is given in the classical, modern and technical *lycées* (GV). The training of technicians is given in the technical *lycées* and the technical sections of *lycées* (V). The upper secondary colleges (C.E.S.) provide the short course of two years' duration leading to the diploma of vocational studies (v).

4.33 The general course is given in 5 sections preparing the secondary education *baccalauréats* and corresponding to the following branches of culture :

— section A : literary studies,

— section B : economics and social sciences,

— section C : mathematics and phycical sciences,

— section D : natural sciences (section D1 : agronomical studies has just been established),

— section E : industrial science and technology.

In order to allow flexible and progressive guidance, and to enable a student to rectify, where necessary, an initial choice, the various sections only come into operation as from the first class (6th year of studies). Thus in the second class (5th year of studies) there are only three sections : literary A ; scientific C ; industrial technology E.

In the first class, these three sections divide into the five sections leading up to the 5 *baccalauréats* : Section A - literary, linguistic, philosophical ; Section B - economics and social sciences ; Section C - mathematics and physical sciences ; Section D - natural sciences and applied mathematics ; Section E - industrial science combined with technology.

The specialisation which is started in the first class (6th year) continues into the terminal class (7th year) (A, B, C, D, E).

4.34 Long vocational course : this course which in principle last three years is designed for the training of technicians. It is given in the *lycées*, the technical sections of *lycées* or in similar institutions. One branch of the course leads to the *baccalauréats de technicien* (B.Tn) and the other branch to the *brevets de technicien* (BT). V.

4.35 Training for the *baccalauréats de technicien* :

1. industrial subjects : the three options (mechanics and electricity, civil engineering, laboratory) taken in the technical (T) second class (5th year) lead up to the first classes (6th year) preparing the *baccalauréat de technicien* (B.Tn) of the 1st, 2nd or 3rd group.

It is planned to introduce a course leading to the *baccalauréat de technicien* in information processing.

2. economics subjects : certain pupils from the literary (A) second classes (5th year) may be admitted into the first classes (6th year) to prepare for certain specialised *baccalauréats de technicien* in the economics section : administrative techniques, quantitative techniques of management ; commercial techniques.

4.36 Training for the *brevets de technicien* :

As from the second class (5th year) the specialised second (5th year), first (6th year) and terminal (7th year) classes prepare for the *brevet de technicien* (B.T.). The various sections are : industrial techniques ; social and hotel management techniques ; agricultural techniques (under the Ministry of Agriculture).

Public examinations are conducted for the above *baccalauréats* and *brevets* The decree of 6 August 1968 defined the list of *baccalauréats* and *brevets de technicien* accepted as equivalent to a secondary education *baccalauréat* for the purposes of proceeding to an establishment of higher education.

5 TECHNICAL AND VOCATIONAL EDUCATION V IV 3

5.1 The institutes and higher professional schools train persons for careers in the higher grades of administration, education, business, the Army, the Navy, and public health. Senior positions in industry and commerce are filled from the higher commercial and engineering schools. Studies in these schools last for a minimum of three years and students are admitted by means of a competitive entrance examination only. The standard required for this examination is higher than that of the *baccalauréat* and often requires two or three years of training in special *lycée* classes.

5.2 University institutes of technology

As from 1 October 1966, university institutes of technology were set up in many *académies* with teaching departments covering the following special fields : administration of public establishments and private firms ; applied biology ; chemistry ; mechanical engineering ; electronics ; energy ; civil engineering ; information processing ; physical measurements ; industrial relations ; documentation ; marketing techniques.

These new institutes of higher education provide a practical type of scientific and technical training by employing, in collaboration with the professions, appropriate methods of teaching. The training involves two years of study and leads to a national qualification, the "university diploma in technology" awarded in the special fields mentioned above. The *baccalauréat* is required for entry to the I.U.T.s, but candidates may be accepted without this qualification if they can show evidence of ability to pursue higher technical training with success.

6 TEACHER TRAINING T IV - V

The following institutions are responsible for teacher training :

6.1 The *écoles normales* or teacher training colleges (2 per *département*) which train primary school teachers and lead, after the *baccalauréat* to the (theoretical and practical) teaching aptitude certificate or *certificat d'aptitude pédagogique* t 5/2

Teachers may also obtain a certificate for teaching in *collèges d'enseignement général*, or a teaching aptitude certificate for the transition and practical classes.

6.2 The regional educational centres or *centres pédagogiques régionaux* give pedagogic training to student teachers in general and technical secondary education who already hold a teaching *licence* in their speciality obtained in a university and the theoretical part of the general and technical secondary teacher's certificate (C.A.P.E.S. and C.A.P.E.T.).

6.3 The institutes for upper secondary teaching (*instituts de préparation aux enseignements du second degré* or I.P.E.S.) enrol, after a competitive examination, students preparing for a university degree, the C.A.P.E.S. and possibly the *agrégation* diploma (which calls for the possession of a "diploma of advanced higher studies").

6.4 The higher teacher training colleges (*écoles normales supérieures*) : four of these train teachers of literary and scientific subjects, and prepare their students, enrolled after a competitive examination, in particular for the *agrégation* ; one mixed college trains technical teachers ; two others train teachers of physical education.

6.5 The national technical teacher training schools (*écoles normales nationales d'apprentissage*) give training for teachers of the short technical course.

7 OTHER FORMS OF FORMAL EDUCATION

7.1 Physical education and sports

This activity is a compulsory part of the syllabus and appears on the time-table at all levels of public education.

In primary schools, physical education classes are run by the class teachers, but municipal instructors are progressively taking over this activity. The school sports certificate or *brevet sportif scolaire* is required to be taken by candidates for the primary certificate.

The general sports certificate or *brevet sportif populaire* may be taken by girls over the age of 12 and by boys over the age of 13. The certificate comprises 10 ordinary grades and 5 higher grades.

In the *lycées* and *collèges* physical education and sports are in the hands of specialist teachers. A compulsory physical education test forms part of the *baccalauréat* and most other examinations. Steps are gradually being taken to give compulsory sport a place in higher education.

7.2 Art and musical education

Art and music (drawing, modelling, the tonic sol-fa, choral singing) is taught in an elementary and progressive manner in all schools, either by the class teacher or by a specialist teacher.

Full courses of training in the fine arts, music, dancing and drama are provided in specialist institutions under the control of the Ministry of Cultural Affairs.

7.3 Permanent education and social advancement

A very broad programme of cultural education and further vocational training is being promoted by the Government and the national educational services.

Cultural education is open to all and is provided :

— either in special centres which are run by the state or are recognised by the state ;

— or in various educational establishments ;

— or by private organisations receiving, in view of the service they provide, state help towards the cost of setting up and running their centres.

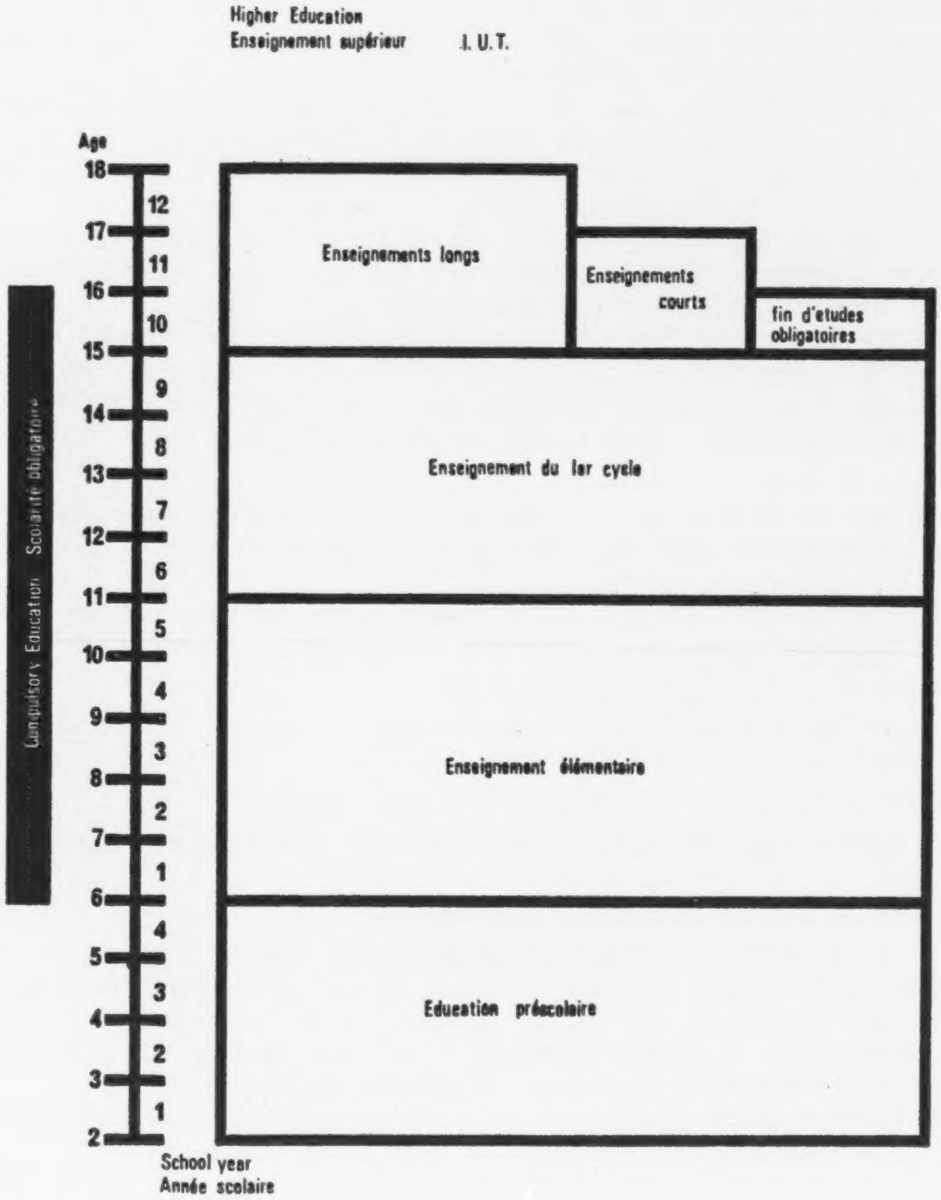
Further vocational training is designed chiefly to contribute to professional advancement. Courses organised under the Ministry of Education are held either in the schools or in public or private centres.

In this connection special mention should be made of the work of the *Conservatoire national des arts et métiers* and its regional centres in this field.

(1969)

France

Diagram 1


Higher Education
Enseignement supérieur
I. U. T.
Age
18
17
16
15
14
13
12
11
10
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8
7
6
5
4
3
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12
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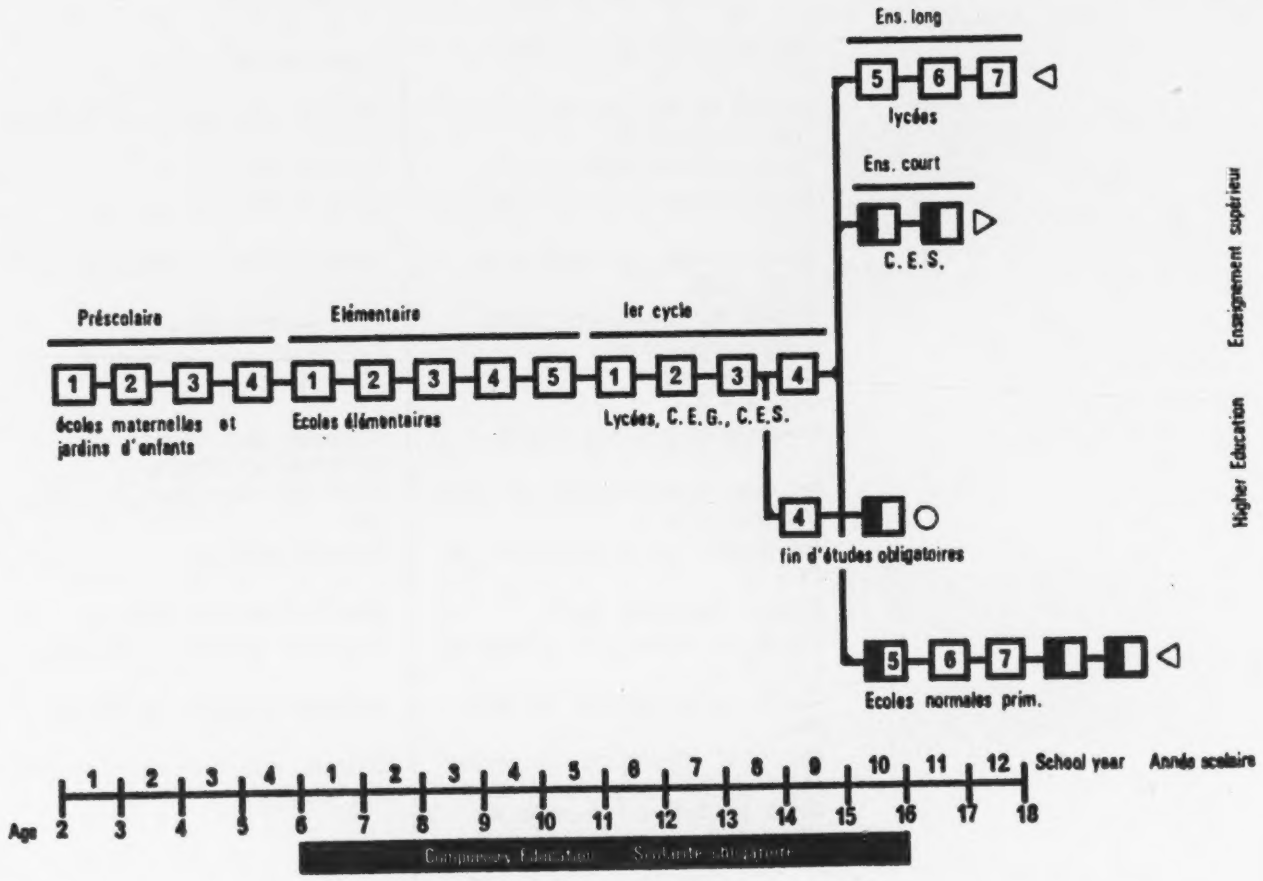
3
2
1
Compulsory Education   Scolarité obligatoire
Enseignements longs
Enseignements courts
fin d'etudes obligatoires
Enseignement du 1er cycle
Enseignement élémentaire
Education préscolaire
School year
Année scolaire

France

Diagram 2


Ens. long
5 6 7
lycées
Ens. court
C. E. S.
Enseignement supérieur
Higher Education
Préscolaire
Elémentaire
Ier cycle
1 2 3 4
écoles maternelles et jardins d'enfants
1 2 3 4 5
Ecoles élémentaires
1 2 3 4
Lycées, C. E. G., C. E.S.
4
fin d'études obligatoires
5 6 7
Ecoles normales prim.
1 2 3 4 1 2 3 4 5 6 7 8 9 10 11 12 School year Année scolaire
Age 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
Compulsory Education Scolarité obligatoire

Index	*Explanatory list of terms*
A. Index methodique	A. Classified list
Education préscolaire (3) - 4	Pre-school education
Ecoles maternelles (3)	Nursery schools
Enseignement primaire et secondaire (4)	Primary and secondary education
Enseignement élémentaire (4.1) - I - 5	Primary education
Ecoles élémentaires (4.1)	Primary schools
Enseignement du premier cycle (4.2) g G V v II 4	Lower secondary education
Lycées (4.21)	*Lycées*
Collèges d'enseignement général (C.E.G.) (4.21)	Colleges of general education
Collèges d'enseignement secondaire (C.E.S.) (4.21)	Colleges of secondary education
Classes d'accueil ou d'adaptation (4.23)	Reception or adaptation classes
Enseignement du second cycle (4.3)	Upper secondary education
Enseignement court (4.31) g v - III - 2	Short course
Enseignement long (4.32) G V - III - 3	Long course
Lycées modernes, classiques et techniques (4.32)	Modern, classical and technical *lycées*
Enseignement général (4.33)	General course
Enseignement professionnel long (4.34)	Long vocational course
Baccalauréat de technicien (4.34, 4.35)	Technician's *baccalauréat*
Brevet de technicien (4.36)	Technician's diploma
Enseignement technique et professionnel (5) V - IV - 3	Technical and vocational education
Instituts et grandes écoles (5.1)	Institutes and higher professional schools
Instituts universitaires de technologie (5.2)	University institutes of technology
Formation des enseignants (6) IV - V	Teacher training
Ecoles normales (6.1)	Teacher training colleges
Certificat d'aptitude pédagogique (6.1)	Teaching aptitude certificate
Centre pédagogique régional (6.2)	Regional educational centres
Certificat d'aptitude au professorat de l'enseignement secondaire général ou technique (C.A.P.E.S. et C.A.P.E.T.) (6.2)	General and technical secondary teacher's certificate

Index	*Explanatory list of terms*
Instituts de préparation aux enseignements de second degré (I.P.E.S.) (6.3)	Institutes for upper secondary teaching
Ecoles normales supérieures (6.4)	Higher teacher training colleges
Ecoles normales nationales d'apprentissage (6.5) (E.N.N.A.)	National technical teacher training schools
Enseignement spécial (7.1)	Special education
Education physique et sports (7.1)	Physical education and sports
Education artistique (7.2)	Art and music education
Education permanente et promotion sociale (7.3)	Permanent educational and social advancement

B. Alphabetical list

Baccalauréat de technicien (4.34, 4.35)
Brevet de technicien (4.36)
Centre pédagogique régional (6.2)
Certificat d'aptitude pédagogique (6.1)
Certificat d'aptitude au professorat de l'enseignement secondaire général ou technique (C.A.P.E.S. et C.A.P.E.T.) (6.2)
Classes d'accueil et d'adaptation (4.23)
Collèges d'enseignement général (C.E.G.) (4.21)
Collèges d'enseignement secondaire (C.E.S.) (4.21)
Ecoles élémentaires (4.1)
Ecoles maternelles (3)
Ecoles normales (6.1)
Ecoles normales nationales d'apprentissage (E.N.N.A.) (6.5)
Ecoles normales supérieures (6.4)
Education artistique (7.2)
Education permanente et promotion sociale (7.3)
Education physique et sports (7.1)
Education préscolaire (3)
Enseignement court (4.31)
Enseignement élémentaire (4.1)
Enseignement général (4.33)
Enseignement long (4.32)
Enseignement du premier cycle (4.2)
Enseignement primaire et secondaire (4)
Enseignement professionnel long (4.34)
Enseignement du second cycle (4.3)
Enseignement spécial (7.1)
Enseignement technique et professionnel (5)
Formation des enseignants (6)
Instituts et grandes écoles (5.1)
Instituts de préparation aux enseignements du second degré (I.P.E.S.) (6.3)
Instituts universitaires de technologie (5.2)
Lycées (4.21)
Lycées modernes, classiques et techniques (4.32)

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GREECE

Description of school system

1 GENERAL PRINCIPLES OF EDUCATION

1.1 Equality of education for all Greek children is assured without exception. Education at all levels is open to all Greek citizens without any sort of distinction, as regards origin, sex, race and religion.

1.2 Compulsory education for all Greek children lasts for six years ; this may gradually be increased to nine.
The six years of compulsory study are passed in the six years of elementary school (*Demotic School*).

1.3 Public instruction is given free at all levels, viz. kindergarten, elementary school, general secondary education, vocational and technical education and higher education. No contribution of any sort is made by parents of students of the *Demotic* Schools. Moreover a free supply of all text-books is under consideration. This began in the case of higher education in the academic year 1967-68 and was extended to students of all upper levels in the year 1968-69. Parents of students of private schools pay the agreed fees to the principals of those schools for their maintenance (staff salaries etc.). Private vocational and technical schools receive a subvention from the State.

1.4 All schools, public and private, follow the same programme of studies, the official programme of state education.

1.5 Religious education for all pupils belonging to the Greek Orthodox Church is included in the general school programmes. The Church does not intervene in the religious instruction given in the schools nor in the construction of the school programmes. In regions where there are a few religious minorities, the religious instruction of the pupils is adapted to their religion or dogma.

2 ADMINISTRATION

The school system in Greece, in its present form, is based on Law 129 concerning "the organisation and administration of general education", which was passed in 1967 and enforced in the school year 1967-68.

2.1 The administration and inspection of education is the task of the following organisations : the Ministry of National Education and Religion, through the General Direction of General Education, the Direction of Elementary Education, the

Direction of Secondary Education, the General Direction of Vocational and Technical Education and the two Directions under it (of (*a*) public and (*b*) private vocational and technical education).
The Inspectorate of Elementary Education (150 inspectors in number) and the General Inspectorate of Elementary Education (15 inspectors in number).
The General Inspectorate of Secondary Education (60 inspectors in number).
The General Inspectorate of Vocational and Technical Education.

2.11 It is the function of the General Inspectors and the Inspectors of Education to superintend the accurate application of the official school programmes, which are drawn up by the Educational Council and approved by the Ministry, and to supervise the orderly functioning of the public and private schools, each in the area for which he is responsible.

2.2 The Supreme Council of Education and the three specific councils which consist of members of the Supreme Council of Education, viz. the Supreme Administrative Council of Education, the Supreme Advisory Council of Education and the Supreme Council of Professional Education

2.3 The Supreme Council of Education carries out functions of administration, supervision and consultation in all matters concerning the schools and teaching staff of primary, secondary, vocational and specialised higher education, as well as of advising on questions about which it is consulted by the Minister of Education. These functions are performed either in plenary meetings of the whole Council (13 members) or in the meetings of the three above-mentioned specific councils (the first two of 5 members each and the third of 3 members), or by ad hoc committees composed of members of the Council, and by single Council members. During March of each year the Council members make visits of inspection to the General Inspectorates and Inspectorates of Education throughout the country and the schools of general and vocational education and specialised higher education.
The functions of the Supreme Council in matters of filling vacancies, promotions, transfers etc. of teaching staff as well as on questions about which its advice is requested, such as curriculum, school and text-books, teaching methods etc. are advisory, and it is in the power of the Minister of Education to accept and implement this advice through the officials concerned. In some cases, however, the advice of the Supreme Council may be binding for the Minister in the sense that the Minister could not act without the agreement of the Supreme Council. This is the case, for instance, in all disciplinary matters and certain others.

3 PRE-PRIMARY EDUCATION

3.1 Pre-school education, or kindergartens, for children of 3 ½ to 5 ½ years of age is voluntary, but it may be made legally compulsory in certain districts. It is mixed. It does not consist in learning lessons. It is an educational activity designed to prepare children psychologically for the *Demotic* School.

4 PRIMARY AND SECONDARY EDUCATION (General, technical and vocational) (Stage I to III)

Education in general includes the following categories :

(*a*) General education

(*b*) Vocational and technical education

(*c*) Higher education, which includes the higher schools of universities and the higher schools of post-secondary school studies. This level of education, which belongs to stages V and VI, is not included in the present publication.

4.1 General education comprises :

(*a*) Elementary education, i.e. the six years of *Demotic* School, in which pupils from 5 ½ to 12 years of age study ;

(*b*) Secondary education : this includes the six classes of the gymnasium in which pupils who have completed the elementary school study after entrance examinations.

4.11 The *Demotic* School offers primary education and is compulsory. It is mixed and offers a common, general, basic education for all pupils irrespective of their subsequent scholastic bent.

4.12 In primary schools the following subjects are taught : religious knowledge, the Greek language, history, environmental studies, physics, chemistry, hygiene, geography, arithmetic, geometry, citizenship, music and gymnastics.

4.2 Secondary education includes the six classes of the day *gymnasium* and the seven classes of the evening *gymnasium*. Studies in the *gymnasium* are divided into two cycles : the lower, consisting of the three first classes, and the higher, consisting of the three higher classes of the day school and the four higher classes of the evening school. In the lower cycle of the *gymnasium* a general education is given, common to all pupils and independent of their future scholastic bent. Education in this cycle may be co-educational, or it may be given in single-sex schools.

4.21 In the higher cycle the following subjects are taught to all pupils : religious knowledge, ancient Greek, history, elements of philosophy, psychology and logic, citizenship, mathematics, cosmography, geography, physics and chemistry, hygiene, foreign languages (English or French), gymnastics and athletics, crafts, music, housewifery (for girls only).

4.22 Pupils who have finished the primary school are received into the *gymnasium* after entrance examinations.
The higher cycle of the *gymnasium* is divided into the following : the practical *gymnasium*, where studies above enumerated are taught, with the addition of more instruction in physics and mathematics ; and the theoretical *gymnasium* where the above-mentioned studies are taught with further instruction in literature and Latin. In the economic *gymnasium* there are in addition special lessons in economics. The latter type of *gymnasium* prepares pupils for commerce and lays stress on higher commercial and economic studies. In the Naval *Gymnasium* the ordinary lessons are taught with the addition of lessons on nautical subjects. This prepares pupils for a nautical career.

4.3 The leaving certificates of all branches of the *gymnasium* are of equal value, and give their holders the right of admission into any school of higher studies, after success in an entrance examination. The entrance examinations for higher study are carried out in unison and for all Greece, under the supervision of the Ministry of National Education and Religion. The upper schools are divided into groups, and each candidate competes for entrance in the group of his choice.

4.4 Vocational and technical education (Stages I to III) comprises the following levels :

4.41 Lower vocational and technical education. To this, students who have completed the elementary school are admitted. It includes schools of complete instruction under the supervision of the Ministry of Education and schools of apprenticeship under the supervision of the Ministry of Labour. Study in the schools of complete instruction is of two or three years' duration, according to the nature of the school.

4.42 The programme of studies at this level includes (*a*) general education (Greek, mathematics, physics etc.), (*b*) vocational instruction and (*c*) practical experience in the workshop.

4.43 Those who finish the course at this level may continue their studies in schools of vocational and technical education of the second level according to their competence.

4.5 Secondary vocational and technical education. To this students are admitted who have finished the lower cycle of the *gymnasium* or the lower level of the vocational and technical school. Studies at this level, in day or evening schools, last for three or four years according to the pupils' competence. Those who have finished these courses form the main body of the craftsmen or skilled technicians (foremen, mechanics, electricians, decorators etc.).

4.51 The programme of studies in schools at this level includes (*a*) general education, (*b*) special technical and vocational instruction and (*c*) practical studies.

4.52 Those who complete courses at this level may in certain circumstances and according to their competence continue their studies in the high schools of post-*gymnasium* technical and vocational education.

5 TECHNICAL AND VOCATIONAL EDUCATION (Stage IV)

5.1 Higher professional and technical education. Those who have finished the *gymnasium* or the secondary schools of vocational and technical education are admitted to schools at this level after entrance examinations. Courses last for four years and include practical workshop experience. These schools prepare mechanics (assistant mechanics of various kinds) and have a status between that of the secondary professional schools and that of the higher polytechnic schools of university status.

5.11 Scientific mechanics of various kinds are trained in the polytechnic schools of university level to which they are admitted (provided that they have completed the *gymnasium* course) after entrance examinations.

5.2 Agricultural instruction is given, under the supervision of the Ministry of Agriculture, during a short period of study to those who have completed the elementary school, in courses held with the collaboration of the local educational authorities in agricultural districts. This instruction is purely practical.

5.3 There are also private and public vocational schools, limited in number, which prepare students for particular work (e.g. as secretaries, accountants, nurses, hairdressers, tailors, tourist agents, hotel staff etc.). Study in these schools lasts from one to three years.

Those who have completed the *gymnasium* or some of its classes are admitted. These schools are under the superintendence of various Ministries, according to their nature and according to the competence that may be acquired in these schools.

5.4 The complete organisation of private and public vocational education is continually under review.

6 TEACHER TRAINING

6.1 The training of elementary school teachers and of teachers of secondary schools is based on successful completion of studies in the *gymnasium* (whose leaving certificate is indispensable as a qualification).

6.2 Elementary school teachers are trained in special higher schools called pedagogical academies in which the course lasts two years.

6.3 Teachers of secondary schools are trained (*a*) in university schools (theology, literature, mathematics, physics, chemistry, foreign languages, commerce) and (*b*) in special higher schools (for teachers of gymnastics, crafts, music and household economy).

6.4 The Pedagogical Institute has been abolished and in its place the Supreme Educational Council has been founded. This has competence for dealing with schools at every level of general and vocational education apart from the highest (university or higher ecclesiastical education) and exercises consultative, organising, supervisory and administrative functions.

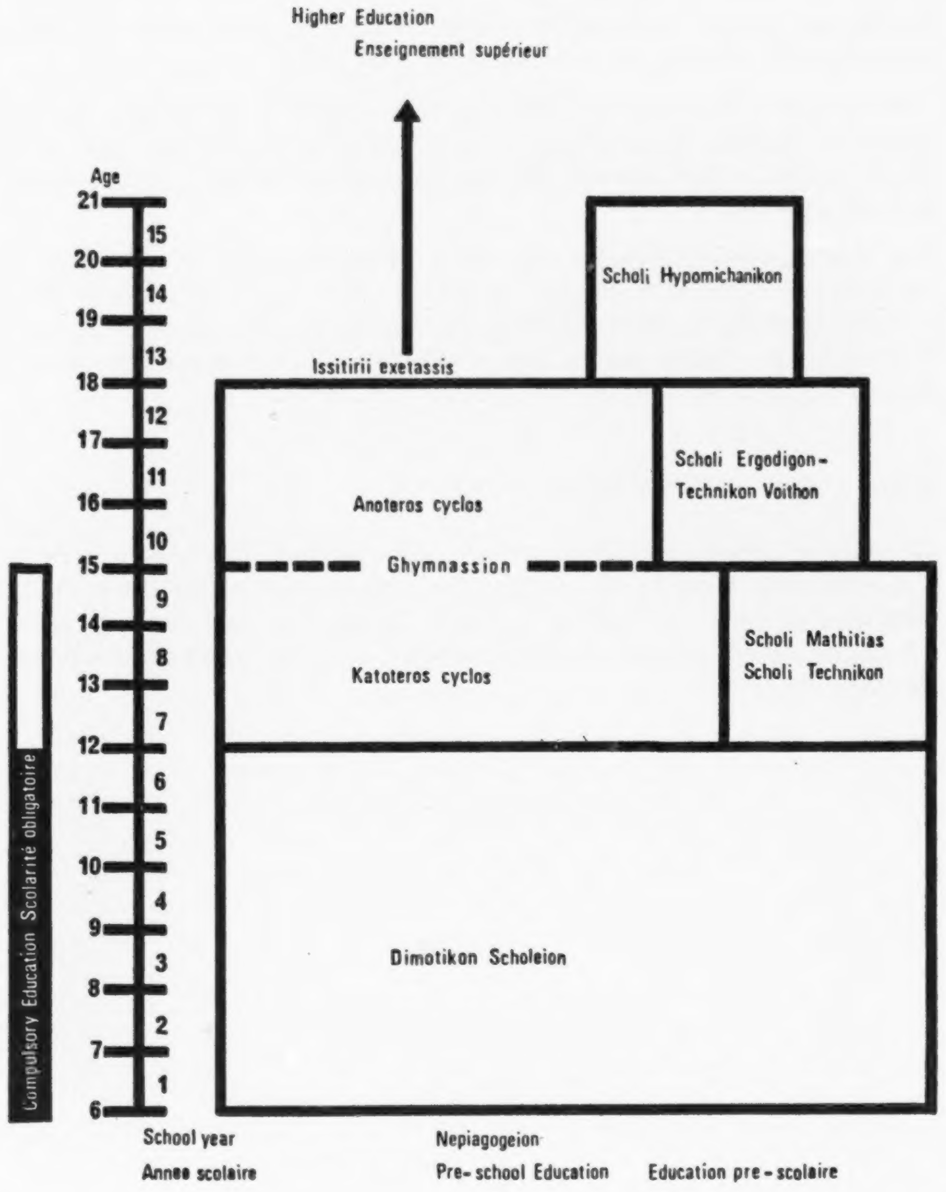
7 OTHER FORMS OF FORMAL EDUCATION

In order to combat illiteracy, there are evening elementary schools for adults. These schools more or less follow the programmes of the other *Demotic* Schools, with the addition of further matter. There are also evening centres for adult education where elementary knowledge is taught, based on the programme of the *Demotic* School.

(1968)

Greece
Grèce

Diagram 1


Higher Education
Enseignement supérieur
Age
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
15
14
13
12
11
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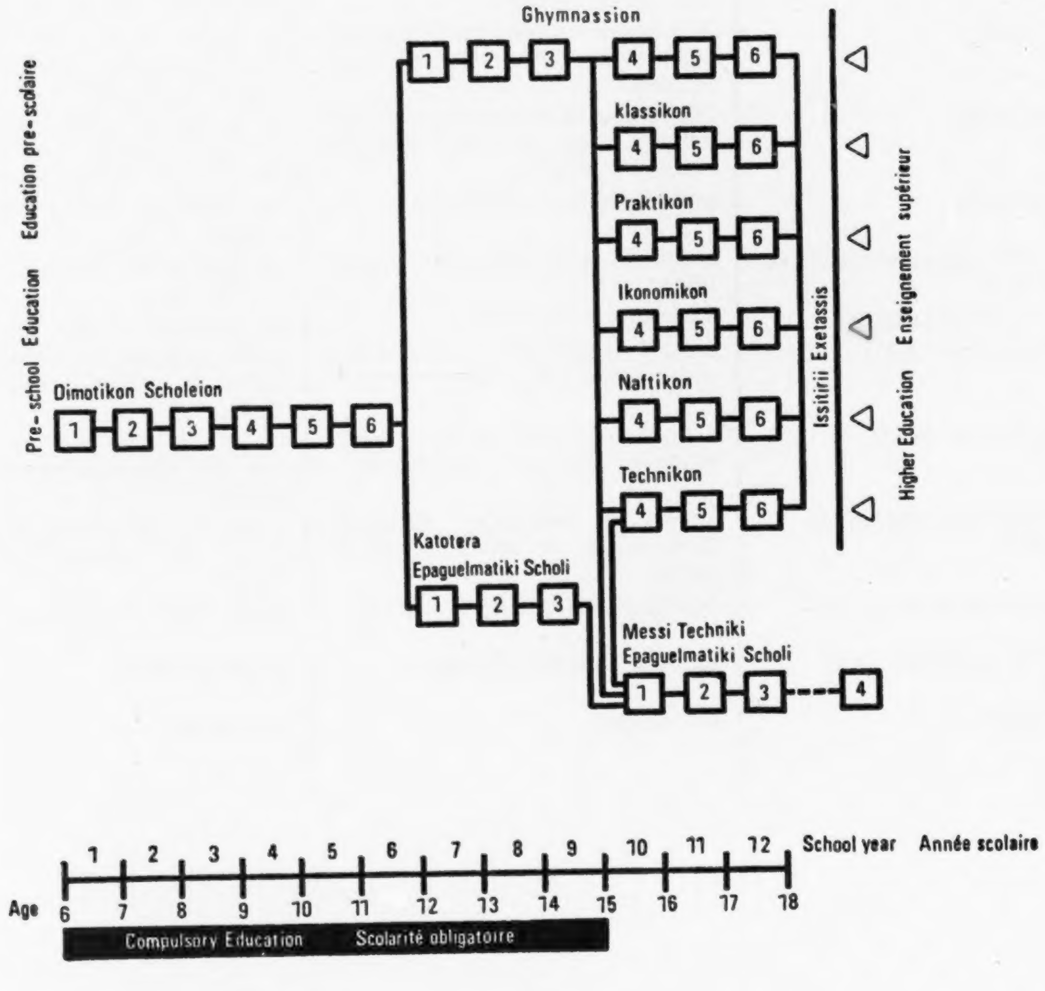
3
2
1
Scholi Hypomichanikon
Issitirii exetassis
Scholi Ergodigon-Technikon Voithon
Anoteros cyclos
Ghymnassion
Scholi Mathitias
Scholi Technikon
Katoteros cyclos
Dimotikon Scholeion
Compulsory Education Scolarité obligatoire
School year
Annee scolaire
Nepiagogeion
Pre-school Education
Education pre-scolaire

Greece
Grèce

Diagram 2


Pre-school Education
Education pre-scolaire
Dimotikon Scholeion
Ghymnassion
klassikon
Praktikon
Ikonomikon
Naftikon
Technikon
Katotera Epaguelmatiki Scholi
Messi Techniki Epaguelmatiki Scholi
Issitirii Exetassis
Higher Education
Enseignement supérieur
School year
Année scolaire
Age
Compulsory Education
Scolarité obligatoire

	Explanatory list of terms	*Index*
	A. CLASSIFIED LIST	A. INDEX METHODIQUE
Proscholiki agogi (3.1)	pre-school education	enseignement préscolaire
Nipiagogeion (3.1)	nursery school	école maternelle (enseignement préscolaire)
Geniki ekpaidefsis (4.1)	general education	enseignement général
Dimotiki ekpaidefsis (4.11)	primary education	enseignement élémentaire
Dimotikon scholeion (4.12) I 6	primary school	école primaire
Gymnassion (4.2) II III 6 g 6	secondary general school	école secondaire d'enseignement général
Klassikon (4.22) g 6 III 3	2nd stage of secondary general school with a bias towards literary studies	2^e cycle de l'école secondaire de l'enseignement général avec études d'orientation littéraires
Praktikon (4.22) g 6 III 3	2nd stage of secondary general school with a bias towards mathematical studies	2^e cycle de l'école secondaire d'enseignement général avec études d'orientation mathématiques
Ikonomikon (4.22) g 6 III 3	2nd stage of secondary general school with a bias towards commercial studies	2^e cycle de l'école secondaire d'enseignement général avec études commerciales
Naftikon (4.22) g 6 III 3	2nd stage of secondary general school with a bias towards naval studies	2^e cycle de l'école secondaire d'enseignement général avec études d'orientation navales
Technikon (4.22) g 6 III 3	2nd stage of secondary general school with a bias towards technical studies	2^e cycle de l'école secondaire d'enseignement général avec études d'orientation techniques
Apolytirion (4.3) g 6 III 3	school leaving certificate	Certificat de fin d'études secondaires
Techniki kai epaguelmatiki ekpaidefsis (4.4)	technical and vocational education	enseignement technique et professionnel
Agrotiki ekpaidefsis (5.2)	agricultural education	enseignement agricole
Scholi Technikon (4.41)	school of technicians (1st stage of technical education)	école d'agents techniques (1er degré de l'enseignement technique)
Scholi Mathitias (4.41) v V II 3	school of apprenticeship (1st stage of technical education)	école d'apprentissage (1er degré de l'enseignement technique)
Scholi Ergodigon-Technikon Voithon (4.5) v V II 3	school of technical assistants (2nd stage of technical education)	école d'assistants techniques (2^e degré de l'enseignement technique)
Scholi Hypomichanikon (5.1) v V IV 3	technical school of 3rd stage	école technique du 3^e degré
Paidagogiki Akadimia (6.2) v V IV 4	teacher training college	école normale
Panepistimion t T IV 2	university	université

B. ALPHABETICAL LIST

Agrotiki ekpaidefsis (5.2)
Apolytirion (4.3)
Dimotikon Scholeion (4.12)
Geniki Ekpaidefsis (4.1)
Gymnassion (4.2)
Ikonomikon (4.22)
Klassikon (4.22)
Naftikon (4.22)
Nipiagogeion (3.1)
Paidagogiki Akadimia (6.2)
Panepistimion
Proscholiki agogi (3.1)
Praktikon (4.22)
Scholi Technikon (4.41)
Scholi Mathithias (4.41)
Scholi Ergodigon-Technikon Voithon (4.5)
Scholi Hypomichanikon (5.1)
Techniki kai Epaguelmatiki Ekpaidefsis (4.4)
Technikon (4.22)

ICELAND

Description of school system

1 GENERAL PRINCIPLES OF EDUCATION

1.1 Equal opportunity : The basic guiding principle in Icelandic educational policy is the endeavour to provide all pupils, endowed with the same or similar intellectual ability, with an equal opportunity for educational advancement.

1.2 Compulsory education : Education is compulsory for all children of both sexes for 8 years up to the age of 15, except in a few remote rural areas. Schooling is co-educational and without any discrimination.

1.3 Free education : Public education is provided entirely free of charge to all pupils, except for the enrolment fees and examination fees at the university, which are, however, nominal.

1.4 Freedom of education permits the co-existence of both public and private educational institutions ; the latter (which are few in number) may receive financial aid from the state if they conform to certain specified standards, and they are subject to state regulations and control.

1.5 A common curriculum in all public schools of the same category enables pupils to pass from one school to another without any entrance examination.

1.6 Complete neutrality is observed throughout the public school system, with regard to religion and philosophical or political doctrine. With an Established State Church, i.e. State and Church united, the teaching of Evangelical Lutheran Scripture is part of the general curriculum. This does not prevent religious organisations outside the Established Church from running their own schools and classes of religious instruction.

1.7 School leaving examinations are normally held during the month of May and in early June. Public examinations are open to all pupils.

1.8 Textbooks for use within the period of compulsory education are printed and published by the State Textbook Publishing Office (*Rlkisútgáfa Námsbóka*), and supplied to pupils free of charge. All parents of children of compulsory school age, however, pay a small fee to defray the cost of textbook printing.

1.9 Recent developments : Present official policy in the field of education aims at increasing the teaching of foreign languages in primary schools (*barnaskólar*) and the number of optional subjects in the upper stage of secondary schools. Some preparations are being made to revise the curriculum and teaching methods of physics and chemistry at primary and secondary level.

2 ADMINISTRATION

2.1 The central administration.

Icelandic education is by law subject to a centralised administration, which is under the direct authority of the Minister of Culture and Education (*Menntamáladherra*), who is responsible for general policy as well as for organisation and control at all levels.

For purposes of administration the country is divided into 37 educational regions (*skólahérad*), each of which is in turn divided into one or more school districts (*skólahverfi*) totalling 195. In each school district there is a school board composed of 3 or 5 members. The Chairman of each school board is appointed by the Ministry of Culture and Education, while other members are chosen by the respective local authorities.

Besides the Ministry of Culture and Education there is an Office of Education (*Frædslumálaskrifstofa*) which maintains contact and co-operation with local superintendents, school boards and school principals. Attached to this Office is a Superintendent of Physical Education (*Ithróttafulltrúi*), who deals with matters concerning sport. The Ministry is assisted by a body of School Inspectors (*Námsstjórar*).

A number of specialised technical and vocational schools come under the control and supervision of Ministries other than the Ministry of Culture and Education. Among these are schools of farming and agronomy, home economics schools in rural areas, and a horticultural school, all of which come under the supervision of the Ministry of Agriculture.

2.2 In the case of primary and secondary schools, curricula and examination standards and holidays etc. are laid down by ministerial regulations.

3 PRE-PRIMARY EDUCATION is available for children aged 6 to 7 years : it is not compulsory.

4 PRIMARY AND SECONDARY EDUCATION (general, technical and vocational)

Stages I to III are organised as follows :

Age	Number of years	Type of education	
7 - 13	6	Primary education in *barnaskólar*, compulsory	
13 - 15	2	Compulsory	General secondary education, lower stage in *gagnfrædstigsskólar*
15 - 17	2	Not compulsory	

School establishments :

4.1 Schools of general education.

4.2 *Barnaskólar* (primary schools) (I 6)

These are 6-year schools with compulsory attendance. Entrance is in the year in which the child reaches the age of 7. After having passed *barnapróf*, the final examination at the end of the 6th school-year, the pupils automatically enter the *gagnfrædastigsskólar*.

4.3 *Sérstofnanir* (special schools)

These are primary schools for physically or mentally handicapped children, such as the deaf and dumb, blind, mentally retarded etc.

4.4 *Gagnfrædastigsskólar* (general secondary schools, lower stage) (g G II 4)

These form a direct continuation of the *barnaskólar*, often under the same headmaster and in the same premises, though sometimes separate units. *Gagnfrædastigsskólar* comprise 2, 3 or 4 grades, the first two being part of the compulsory period of education. On finishing the 2nd grade an examination called *unglingapróf* is taken, which marks the end of the 8-year period of compulsory education. Final examination from the 3rd grade is *midskólapróf*, and from the 4th grade *gagnfrædapróf*.
Gagnfrædastigsskólar are for practical reasons divided into :

4.5 *Unglingaskólar* (g G II 2) having 2 grades,

4.6 *Midskólar* (g G II 3) having 3 grades,

4.7 *Gagnfrædaskólar* (g G II 4) having 4 grades.

Unglingaskóli is always, and *midskóli*, nearly always, organisationally connected to *barnaskóli*, but *gagnfrædaskóli* is generally a separate unit.
Instruction in the first two grades is uniform in all schools as they belong to the compulsory school system. Apart from a deeper penetration into the subjects, the main change in the curriculum as compared with the primary schools consists of learning foreign languages. (Cf. section 1.9 concerning recent experimentation of teaching languages at primary level.) Danish is taught in the 1st grade upwards and English is added in the 2nd grade. In the two upper grades the main items in the curriculum are the same in all *gagnfrædastigsskólar*, but the intensity of teaching varies with a view to the extra items and to the perspectives of further learning. Accordingly there are the following 4 sections of these grades :

4.8 *Almennt bóknám*—general section—aiming at *gagnfrædapróf* without further commitments from the 4th grade.

4.9 *Verzlunardeild*—commercial section, originally a subdivision of *almennt bóknám*—giving instruction in some practical subjects connected with clerical work.

4.10 *Landsprófsdeild*—for one school-year following *unglingapróf*, formally a subdivision of *almennt bóknám*—specialised preparatory section for those who aim at higher education. At the end of this grade the pupils have to sit for a nationally standardised examination called *landspróf midskóla*. Those who pass this examination with minimum marks are entitled to enter *menntaskólar*, general secondary schools, upper stage, and prepare for *stúdentspróf*, matriculation examination.

4.11 *Verknám*—practical section—giving instruction in some manual subjects such as sewing, carpentry etc.

Schools having only 3 grades—*midskólar*—offer in the 3rd grade the choice of *almennt bóknám and landsprófsdeild*, but those having 4 grades—*gagnfrædskólar* sometimes offer in the 3rd and 4th grades the choice of *verzlunardeild* or *verknám* in addition to *almennt bóknám* and *landsprófsdeild*. In large communities where there is more than one *gagnfrædastigsskóli* and in rural areas, the schools may specialise further along the lines sketched above.

The various vocational secondary schools alternatively require *gagnfrædapróf* (from the 4th grade) or *midskólapróf* (from the 3rd grade), but in some cases only *unglingapróf* (from the 2nd grade) is required.

4.12 *Kvennaskóli* (general secondary school, lower stage, for girls) g G II 4

This provides 4 years of secondary general schooling with particular emphasis on sewing, embroidery and other women's homecrafts, and in the upper grades it provides training in typing and office work.

4.13 *Menntaskólar* (general secondary schools, upper stage) G III 4

Four-year schools leading to a final examination termed *stúdentspróf*, giving access to higher education. During the first year pupils follow the same curriculum, with 3 modern languages (Danish, English, German) as compulsory subjects. In the second year pupils are divided into 2 divisions :

4.14 *Máladeild* - language division with Latin and French added to the other languages, and

4.15 *Stærdfrædideild* - mathematics and science division with main emphasis on mathematics and sciences.

5 TECHNICAL AND VOCATIONAL EDUCATION (Stages III and IV)

5.1 Vocational schools.

5.2 *Verzlunarskóli* (secondary commercial school) v V III 4 and G III 2

This school provides more advanced business and commercial training for all branches of commerce and economy, especially in the fields of accountancy and languages for business and commerce. There are mainly two types :

5.3 *Almenn deild* (general commercial division) v V III 4, providing four years of business training, with pupils entering after two years of lower secondary schooling and entrance examination.

5.4 *Laerdómsdeild* (general advanced division) G IV 2, accepting pupils graduating from general division with a required minimal standard. This provides 2 years of additional education of a more academic nature. Pupils graduate with *stúdentspróf* - thus gaining access to higher education.

5.5 *Samvinnuskóli* (co-operative commercial school) v IV 2, so named because founded and financed by the co-operative movement, with state aid : providing 2 years of advanced business and commercial training.

5.6 *Idnskólar* (part-time vocational training schools) v V IV 2 pt, part-time vocational training school for apprentices in trade, providing required supplementary schooling. They can be conducted as evening schools, or in the form of courses with instruction of 10 consecutive weeks in each class. Instruction is both practical and theoretical. Duration of schooling is generally 4 years.

5.7 *Adrir sérskólar* (other specialised professional and/or vocational schools) exist in the following fields : home economics, farming and agronomy, horticulture, arts and crafts, nursing.

5.8 *Tækniskóli* (technical college) v V IV 2 + V V 3, for advanced technological studies. Graduates are qualified as lower engineers (not to be confused with higher or chartered engineers who come from universities). The length of study is 3 years attendance in *sérgreinadeildir*—special divisions—preceded by a 1-year course in general advanced theoretical subjects, *raungreinadeild*—science division. In addition there is a 1-year *undirbúningsdeild*—preparatory division—in basic theoretical subjects, such as mathematics and physics, intended for those who do not have the necessary qualifications. A practical training in manufacture or in a school for apprentices is stipulated for all applicants, but entrance qualifications may vary, according to which grade of the college the applicant wants to enter. A certificate from a general secondary school, lower stage, is sufficient, but an apprentice's certificate is the usual qualification for entering the preparatory course. As a rule a graduate of general secondary school, upper stage, has a direct entrance to one of the special divisions, depending on his practical training.

5.9 Other specialised technical schools exist in the following fields : nautical training (merchant fleet and fishing fleet), engineering (marine and industrial), catering, music, dance and drama.

6 TEACHER TRAINING

6.1 *Kennaraskóli* (Teacher Training College)
The training of teachers for the primary and lower secondary levels of education takes place chiefly in the Teacher Training College of Iceland. It has the following main divisions :

6.2 *Almenn kennaradeild* (general teacher training division) t T III 4
Entrants must possess *landspróf midskóla* or *gagnfrædaprof* with certain minimum passmarks and must take a 4-year course concluding with *almennt kennarapróf*—general teacher certificate, qualifying them as teachers for compulsory education (*barnaskólar and unglingaskólar*).

6.3 *Kennaradeild stúdenta* (teacher training division for holders of *stúdentspróf*) T IV I
Students take a 2-year course, successful completion of which entitles them to the general teachers' certificate (*almennt kennarapróf*), as qualified teachers for compulsory education (*barnaskólar and unglingaskólar*)

6.4 *Menntadeild* (general advanced division) G IV 1
Entrants must be holders of the general teachers' certificate and take a 1-year course, successful completion of which grants them the right to enter university and to further education at university level.

6.5 *Framhaldsdeild* (vocational advanced division) T IV 2

It offers a 2-year course in advanced primary and secondary teachers' education, with specialisation in 3 subjects, one of which must be studied in depth thus offering a certain level of specialisation.

6.6 *Undirbúningsdeild sérnáms* (preparatory division for specialised study) t III 2, offering a 2-year course preparing students for teacher training in specialised fields such as handicraft, physical education, music, art, domestic science and other practical educational fields.

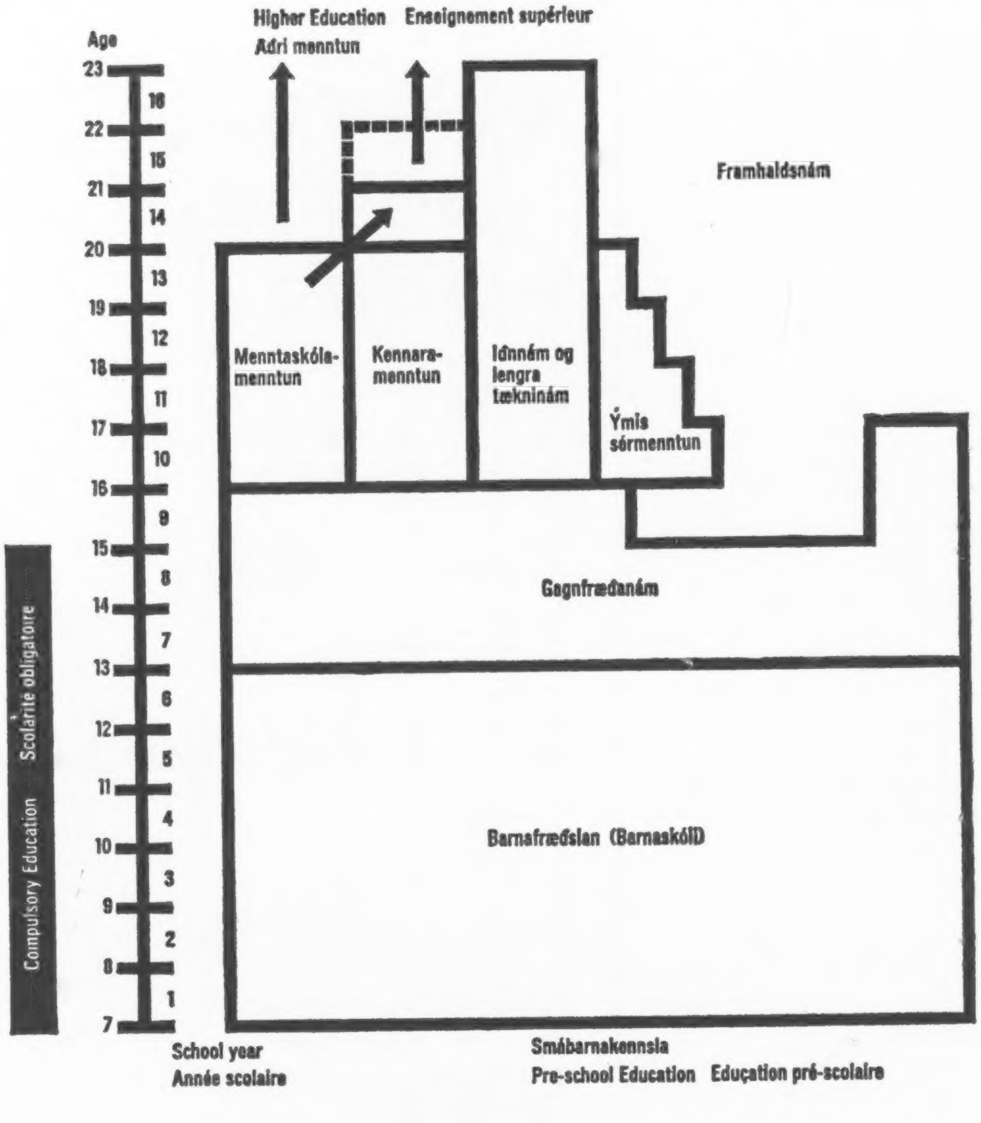
6.7 *Handavinnudeild* (handicraft division) t IV 2, with a 2-year course for those wishing to qualify as teachers of handicrafts for men and women, providing students with both practical and theoretical instruction in teaching these subjects.

6.8 There are also other schools for training specialist teachers in the following subjects: physical education, domestic science, music, art and crafts, graphic art, weaving.

(1968)

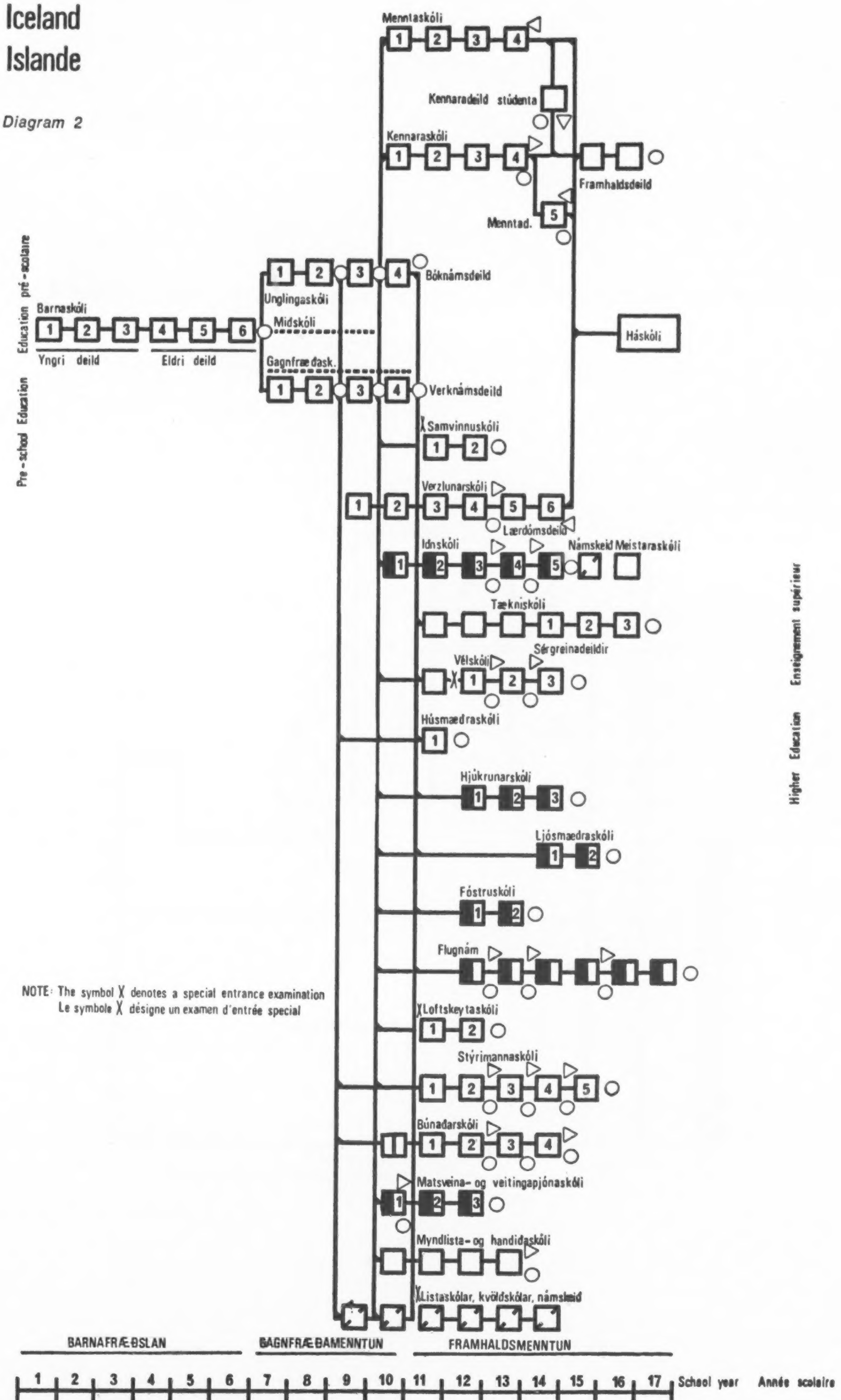
Iceland
Islande

Diagram 1


Higher Education
Enseignement supérieur
Aðri menntun
Age
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
Framhaldsnám
Menntaskóla-menntun
Kennara-menntun
Iðnnám og lengra tækninám
Ýmis sérmenntun
Gagnfræðanám
Barnafræðslan (Barnaskóli)
Compulsory Education
Scolarité obligatoire
School year
Année scolaire
Smábarnakennsla
Pre-school Education
Education pré-scolaire

Iceland
Islande

Diagram 2


Menntaskóli
Kennaradeild stúdenta
Kennaraskóli
Framhaldsdeild
Menntad.
Bóknámsdeild
Unglingaskóli
Midskóli
Gagnfræðask.
Barnaskóli
Yngri deild
Eldri deild
Háskóli
Verknámsdeild
Samvinnuskóli
Verzlunarskóli
Lærdómsdeild
Idnskóli
Námskeid
Meistaraskóli
Tækniskóli
Vélskóli
Sérgreinadeildir
Húsmædraskóli
Hjúkrunarskóli
Ljósmaedraskóli
Fóstruskóli
Flugnám
Loftskeytaskóli
Stýrimannaskóli
Búnadarskóli
Matsveina- og veitingapjónaskóli
Myndlista- og handidaskóli
Listaskólar, kvöldskólar, námskeid
Pre-school Education
Education pré-scolaire
Higher Education
Enseignement supérieur
BARNAFRÆÐSLAN
GAGNFRÆÐAMENNTUN
FRAMHALDSMENNTUN
School year
Année scolaire
Age
COMPULSORY EDUCATION
SCOLARITE OBLIGATOIRE

NOTE: The symbol X denotes a special entrance examination
Le symbole X désigne un examen d'entrée special

Ordalisti	*Explanatory list of terms*	*Index*
	A. CLASSIFIED LIST	A. INDEX METHODIQUE
Smábarnafrædsla	pre-primary education	enseignement préscolaire
Barnafrædslan	primary education	enseignement primaire élémentaire
Barnaskóli	primary school	école primaire élémentaire
Yngri deild	lower section	cours élémentaire
Eldri deild	upper section	cours moyen
Gagnfrædamenntun	secondary education	enseignement secondaire
Gagnfrædaskóli	secondary school, general and vocational	école secondaire, d'enseignement général et pratique
Midskóli	intermediate secondary school division	section intermédiaire d'école secondaire
Bóknámsdeild	general division	section générale
Verknámsdeild	vocational division	section pratique
Framhaldsmenntun	post-secondary and higher education	enseignement post-secondaire et supérieur
Menntaskóli	upper secondary school (grammar school)	lycée
Kennaraskóli	teacher training college (for primary and lower secondary school teachers)	école normale (pour la formation de maîtres et de maîtresses d'écoles primaires et secondaires inférieures)
Menntadeild	academic division of teacher training college	section académique
Kennaradeild Stúdenta	teacher training division for holders of university entrance diploma	section pour ceux qui ont le diplôme d'entrée à l'université
Framhaldsdeild	advanced division	section avancée
Háskóli	university	université
Samvinnuskóli	co-operative commercial school	école coopérative secondaire commerciale
Verzlunarskóli	secondary commercial school	école secondaire commerciale
Lærdómsdeild	academic division	section académique
Idnskóli	vocational training school (part-time for trade apprentices)	école d'éducation pour apprentis professionnels (à temps partiel)
Námskeid	courses	cours
Meistaraskóli	school for master-craftsmen	école pour maîtres-artisans
Tækniskóli	technological college	collège technique
Sérgreinadeildir	specialised divisions	sections spécialisées
Vélskóli	marine engineers' school	école d'ingénieurs du génie maritime
Húsmædraskóli	home economics school for women	école ménagère pour jeunes filles
Hjúkrunarskóli	school of nursing	école pour la formation d'infirmières
Ljósmædraskóli	school of midwifery	école pour la formation des sages-femmes
Fóstruskóli	school for nursery school teachers	école pour la formation des maîtresses d'écoles maternelles

Ordalisti	*Explanatory list of terms*	*Index*
Flugnám	aviation training school	école pour la formation des aviateurs
Loftskeytaskóli	school of radio-telegraphy	école de radio-télégraphie
Stýrimannaskóli	navigation school (for the training of officers of the merchant navy and fishing fleet)	école de navigation (pour la formation d'officiers mariniers et la flotte de pêche)
Búnadarskóli	school of farming and agronomy	enseignement agricole
Matsveina- og veitingapjónaskóli	school of catering	école pour la formation de cuisiniers, stewards et maîtres d'hôtel
Myndlista- og handidaskóli	school of art and crafts	école professionnelle d'art et métiers artistiques
Listaskólar	art schools	écoles de beaux-arts
Kvöldskólar	evening schools	écoles de soir
Námskeid	courses	cours
Aldur	age	âge
Fræðsluskylda	compulsory education	scolarité obligatoire

B. ALPHABETICAL LIST

Barnafræðslan (4)
Barnaskóli (4.2)
Bóknámsdeild (4.8)
Búnadarskóli (5.7)
Flugnám (5.9)
Fóstruskóli (6)
Framhaldsdeild (6.5)
Gagnfræðaskóli (4.7)
Handidaskóli (5.7)
Hjúkrunarskóli (5.7)
Húsmæðraskóli (5.7)
Idnskóli (5.6)
Kennaradeild stúdenta (6.3)
Kennaraskóli (6.1)
Lærdómsdeild (5.4)
Listaskólar (6.8)
Ljósmæðraskóli (5.7)
Loftskeytaskóli (5.9)
Matsveina- og veitingapjónaskóli (5.9)
Meistaraskóli (4.13)
Menntadeild (6.4)
Menntaskóli (4.13)
Midskóli (4.6)
Myndlista- og handidaskóli (5.7)
Samvinnuskóli (5.5)
Sérgreinadeildir (5.9)
Smábarnafræðsla (3)
Styrimannaskóli (5.9)
Tækniskóli (5.8)
Veitingapjónaskóli (5.9)
Vélskóli (5.9)
Verknámsdeild (4.11)
Verzlunarskóli (5.2)

IRELAND

Description of school system

1 GENERAL PRINCIPLES OF EDUCATION

The fundamental principles underlying the educational system are enshrined in Articles 42 and 44 of the Constitution.

1.1 Article 42 of the Constitution reads as follows :

"1. The State acknowledges that the primary and natural educator of the child is the family, and guarantees to respect the inalienable right and duty of parents to provide, according to their means, for the religious and moral, intellectual, physical and social education of their children.

2. Parents shall be free to provide this education in their homes or in private schools or in schools recognised or established by the State.

3. (*i*) The State shall not oblige parents, in violation of their conscience and lawful preference, to send their children to schools established by the State, or to any particular type of school designated by the State.
(*ii*) The State shall, however, as guardian of the common good, require in view of actual conditions that the children receive a certain minimum education, moral, intellectual and social.

4. The State shall provide for free primary education and shall endeavour to supplement and give reasonable aid to private and corporate educational initiative and, when the public good requires it, provide other educational facilities or institutions with due regard, however, for the rights of parents, especially in the matter of religious and moral formation.

5. In exceptional cases, where the parents for physical or moral reasons fail in their duty towards their children, the State, as guardian of the common good, by appropriate means shall endeavour to supply the place of the parents, but always with due regard for the natural and imprescriptible rights of the child."

1.2 Article 44 (4) of the Constitution of Ireland reads :

"Legislation providing state aid for schools shall not discriminate between schools under the management of different religious denominations, nor be such as to affect prejudicially the right of any child to attend a school receiving public money without attending religious instruction in that school."

1.3 Compulsory education

Under the provisions of the School Attendance Act of 1926, attendance at a national school or other suitable school is required of every child of six to fourteen years of age who is not validly excused on certain defined grounds. Instruction is, therefore, compulsory from six to fourteen years of age : it is proposed that the terminal age, for the purposes of the Act, be raised to fifteen in the near future. Attendance from the age of four is usual both in rural and urban areas.

2 ADMINISTRATION

The State's authority in education is vested in the Minister for Education, who is a member of the government and responsible to *Dail Eireann* (the National Parliament). The Minister's administrative agency is the Department of Education, the staff of which (administrative, inspectorial etc.) are civil servants, at the head of whom is the Secretary. The major administrative divisions of the Department are the primary branch, the secondary branch, the vocational (including technical) branch—these three corresponding in the main with the three traditional types of schools—and, also, the newly formed development branch. There are other sections of the Department to deal with reformatory and industrial schools, with publications, with the universities and other institutions of higher education, and with various organisations of a general educational and cultural nature.

3 PRE-PRIMARY EDUCATION

Children may be enrolled in pre-primary schools (national or private) from the age of 4.

4 PRIMARY AND SECONDARY EDUCATION (general, vocational and technical) Stages I to III

Education at the primary level is given, for the vast majority of children, in state-supported schools traditionally known as national schools. The general age-range is five to twelve years. Attendance at school is compulsory for children between six and fourteen years. In practice, the majority of pupils transfer to post-primary schools when they reach twelve years of age.

4.1 The post-primary system, recently re-structured to incorporate new as well as traditional elements, broadly includes (*a*) secondary schools for pupils of age range twelve to nineteen years ; (*b*) comprehensive schools for pupils of age range twelve to nineteen years ; (*c*) vocational schools for pupils of age range twelve to sixteen years for most schools, and twelve to nineteen years for others ; and (*d*) regional technical colleges for pupils of age range fifteen to nineteen years. Free tuition is available in all areas of the post-primary system.

4.2 Primary schools

The following are the special characteristics of the Irish system of primary education :

4.21 Managerial system :

These schools, in which the teachers' salaries are paid in full by the central administration, are under the control of local managers, usually clergymen, who are charged with the direct government of the schools.

4.22 Denominationalism :

The great majority of national schools are in practice "denominational schools", the local manager, the teachers and the pupils being of the same religious denomination. Grants from the central administration are made, without distinction as between the various denominations, towards the building, reconstruction and equipment of schools, and for the provision of salaries and other emoluments paid to teachers.

4.23 The aim of primary education is to provide a certain minimum standard of education, and to lay the foundation for continued education. There is no formal terminal examination on the primary course : a cumulative record card, furnished by the principal teacher of the school in consultation with the staff, testifies to the pupil's having completed the sixth standard programme, and provides an assessment, based on continued observation and on the results of school tests, of the pupil's progress and achievement during the last two years of his course, as well as a general estimate of his abilities, interests and aptitudes. This card is transmitted to the authorities of the post-primary school in which the pupil subsequently enrols.

4.24 Special school :

Provides education for the physically and mentally handicapped.

4.25 Private primary school :
A school under private management and control which provides primary education for children four to fourteen years of age. Such a school does not receive state grants.

4.26 Secondary top :
This is the name applied to post-primary courses conducted in a small number of primary schools. Such courses are recognised only where normal facilities for post-primary education are not readily available. Education at a secondary top is free of charge to all pupils.

4.3 Post-primary schools
May be conveniently described under headings corresponding to the type of management.

4.4 Secondary schools
These are private institutions, but are subject to inspection by officers of the central administration, which also prescribes the programme of instruction, after consultation in the context of the post-primary situation as a whole, with the Secondary School Associations. The schools receive substantial state aid by way of capitation, salary and other grants. The appointment of teachers rests with the school authorities, but the Department's regulations require that schools in receipt of state grants employ a minimum number of registered secondary teachers. The Register of Secondary Teachers is administered by the Department under regulations made by a representative Registration Council, with the approval of the Minister for Education.

4.5 A recognised pupil at a post-primary (secondary) school means a pupil who is not less than twelve years of age on the 1st day of January of the school year ; who, as a rule, has completed a full course of primary education, and who makes not less than 70 attendances at an approved course. The ages of pupils in attendance at secondary school range from eleven to nineteen years, and they usually sit for the Intermediate Certificate at about sixteen years of age. The junior-cycle curriculum aims at the implementation of a well-balanced course of general education suitable for pupils who leave school at sixteen, and, alternatively, fits pupils for entry to more advanced courses of study in a secondary comprehensive or vocational school or regional technical college. The senior-cycle curriculum, usually completed at the age of eighteen, compasses a satisfactory post-primary education and equips the student for a course of study at a university or educational institution of similar standing. The Intermediate and Leaving Certificate Examinations are the terminal examinations for the junior and senior cycles respectively. They are group examinations. Results are shown in the form of grades, each of seven grades representing a percentage range of marks, the certificates being awarded to candidates who obtain Grade D (40-54 %) or a higher grade in a specified number of subjects. Subject groupings on a voluntary basis are being introduced at senior-cycle level, the aim of the grouping being to foster a limited degree of concentration in the student's Leaving Certificate course.

4.6 Comprehensive schools

These have been established in a limited number of areas where adequate facilities for post-primary education were not available. The management is in the hands of small committees, the members of which represent the religious authority, the Vocational Education Committee of the area and the Minister for Education. The comprehensive schools serve as demonstration centres for comprehensive post-primary education. Since the programme followed in them is designed to give a wide choice of subjects to the pupil, they combine secondary-academic and secondary-vocational education in one curriculum, and so set the pattern for the entire post-primary process at junior-cycle level, a process which, at this level, culminates in a Common Intermediate Certificate for all secondary vocational and comprehensive schools. The junior cycle of the post-primary school—i.e. up to the Intermediate Examination—is visualised as a period of observation of the pupil's progress, achievement and aptitudes ; and the Department's Psychological Service has established the nucleus of a Guidance Service for the comprehensive schools and for other post-primary schools which offer comprehensive education facilities. Following the Intermediate Certificate Examination, the pupil may enter the more advanced course leading to the award of the Leaving Certificate.

4.7 Vocational schools

In each county or city vocational schools are under the management of a Vocational Education Committee elected by the local authority for the area (i.e. the county council or corporation). They provide post-primary education courses with a greater emphasis on practical or vocational subjects than in the case of the courses in the secondary schools. They also provide more specialised technical training for particular trades or professions and provide evening courses for adults in a very wide variety of subjects. Pupils in the age-group 13 to 16 years follow courses for the award of the Day-Group Certificate, which is awarded on the results of an examination generally taken after a course of two years' duration, or for the award of the Intermediate Certificate as in the case of pupils in the secondary or comprehensive schools. A minority of the vocational schools provide courses leading to the award of the Leaving Certificate. It is planned that an increasing number of these schools should provide such senior courses in the future, on their own where the circumstances are appropriate, but more particularly in co-operation with local secondary schools within a complex of schools making available a system of comprehensive education for the pupils of the area.

5 TECHNICAL AND VOCATIONAL EDUCATION (Stage IV)

5.1 Regional Technical Colleges

A network of Regional Technical Colleges is being established, the long-term function of which will be to educate for trade and industry over a broad spectrum of occupations, ranging from craft to professional level, notably in engineering and science but also in commercial, linguistic and other specialities. More immediately, they are concerned with providing courses aimed at filling gaps in the industrial manpower structure, particularly in the technician area. Since it is only by a process of continued adaptation to social, economic and technological change that these colleges can make their most effective contribution to the needs of society and of the economy, a final fixed pattern of courses is not contemplated. However, for planning purposes in the initial stages, the programme for these colleges include :

(*a*) two or three whole-time and equivalent part-time senior cycle post-primary courses, leading to the Leaving Certificate Examination, with a special bias towards commerce, science and technical subjects. The third, or advanced, senior cycle year may lead to a higher level of attainment in one or more subjects, with the object of qualifying for student membership of professional institutions, preparing for entry to particular courses in a university or other college, or preparing for entry to particular fields of employment.

(*b*) Junior and Senior Trade Certificate courses, on day or block release for local apprentices, and on block release for apprentices from a wider area.

(*c*) Part-time day, block release and full-time courses for technical qualification at various levels—e.g. draftsman, laboratory assistant, agricultural technician.

(*d*) Post-leaving Certificate whole-time courses over two or more years, leading to higher technician qualifications or, in some cases, to full professional level.

(*e*) Adult education courses, including re-training courses.

6 TEACHER TRAINING

6.1 Primary and post-primary teachers

There are eight colleges recognised and aided by way of capitation grants as training colleges—six for the training of primary school teachers, and two concerned with the training of teachers of home economics in post-primary schools. The course of training at a training college for primary school teachers is at present of two years' duration (one year of training in the case of university graduates). Candidates (aged seventeen to nineteen years) are recruited on the results of a special entrance examination, which consists of (*a*) the Leaving Certificate Examination, and (*b*) an interview, and other oral tests. *Montessori* and *Froebel*

Schools are also recognised for the purpose of qualification for primary teaching. A post-primary teacher's diploma in home economics is obtainable on the successful completion of a 3-years' course in a residential Home Economics Training College for selected girls who have completed their post-primary education and show an aptitude for home economics, whilst a School of Physical Education for girls who have successfully completed the Leaving Certificate programme provides a three years' course leading to a diploma qualifying the holder as an instructor in physical education in post-primary schools.

6.2 Post-primary (academic)

The qualifications required of all teacher-applicants include either recognised university graduate and post-graduate qualifications (primary degree, together with Higher Diploma in Education) or, in certain subjects, the diploma of a specified recognised training institution.

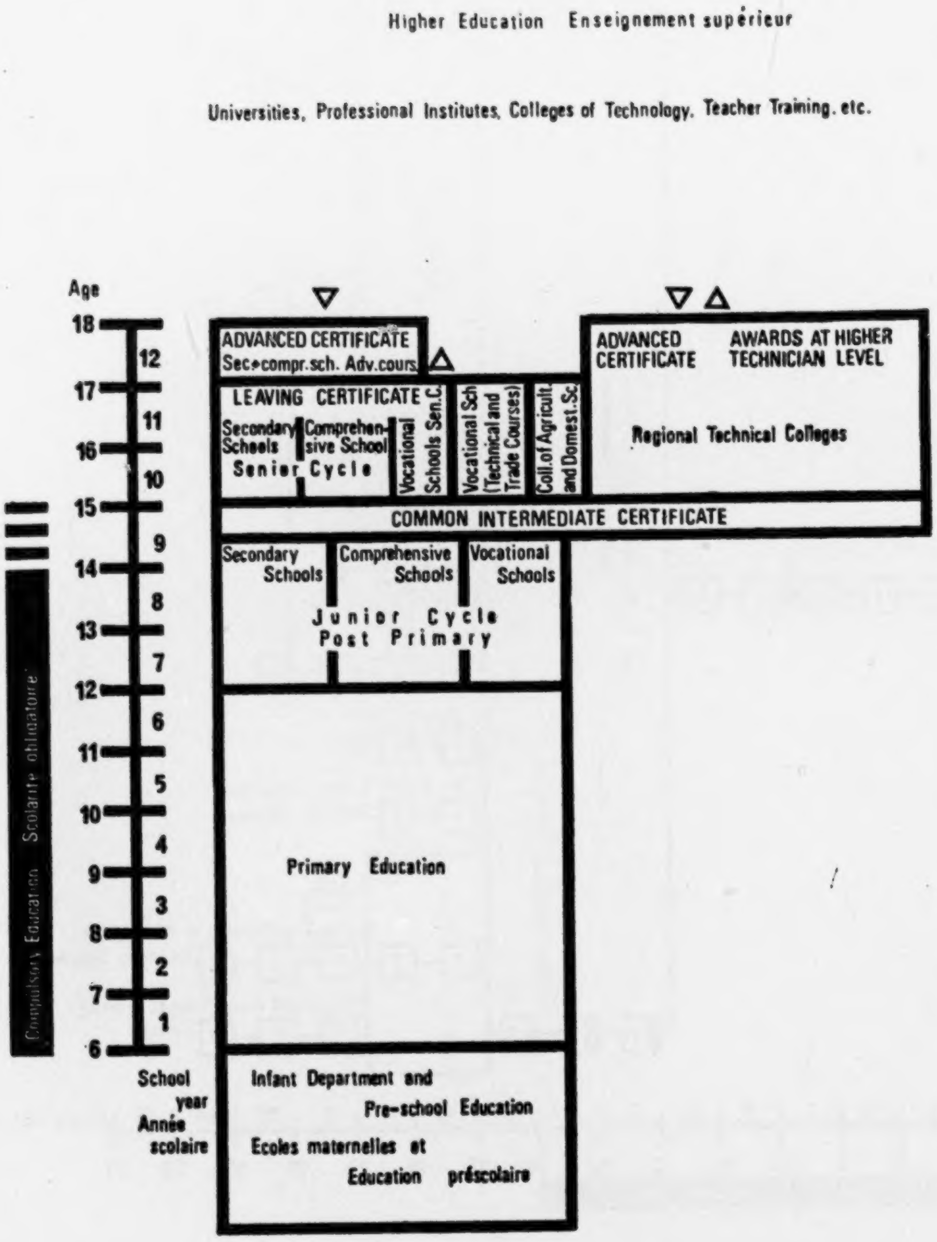
6.3 Post-primary (vocational)

Teachers must have qualifications from a recognised college or have successfully completed an approved course of training as prescribed by the Minister for Education.

(1969)

Ireland
Irlande

Diagram 1


Higher Education Enseignement supérieur
Universities, Professional Institutes, Colleges of Technology, Teacher Training, etc.
Age
18
17
16
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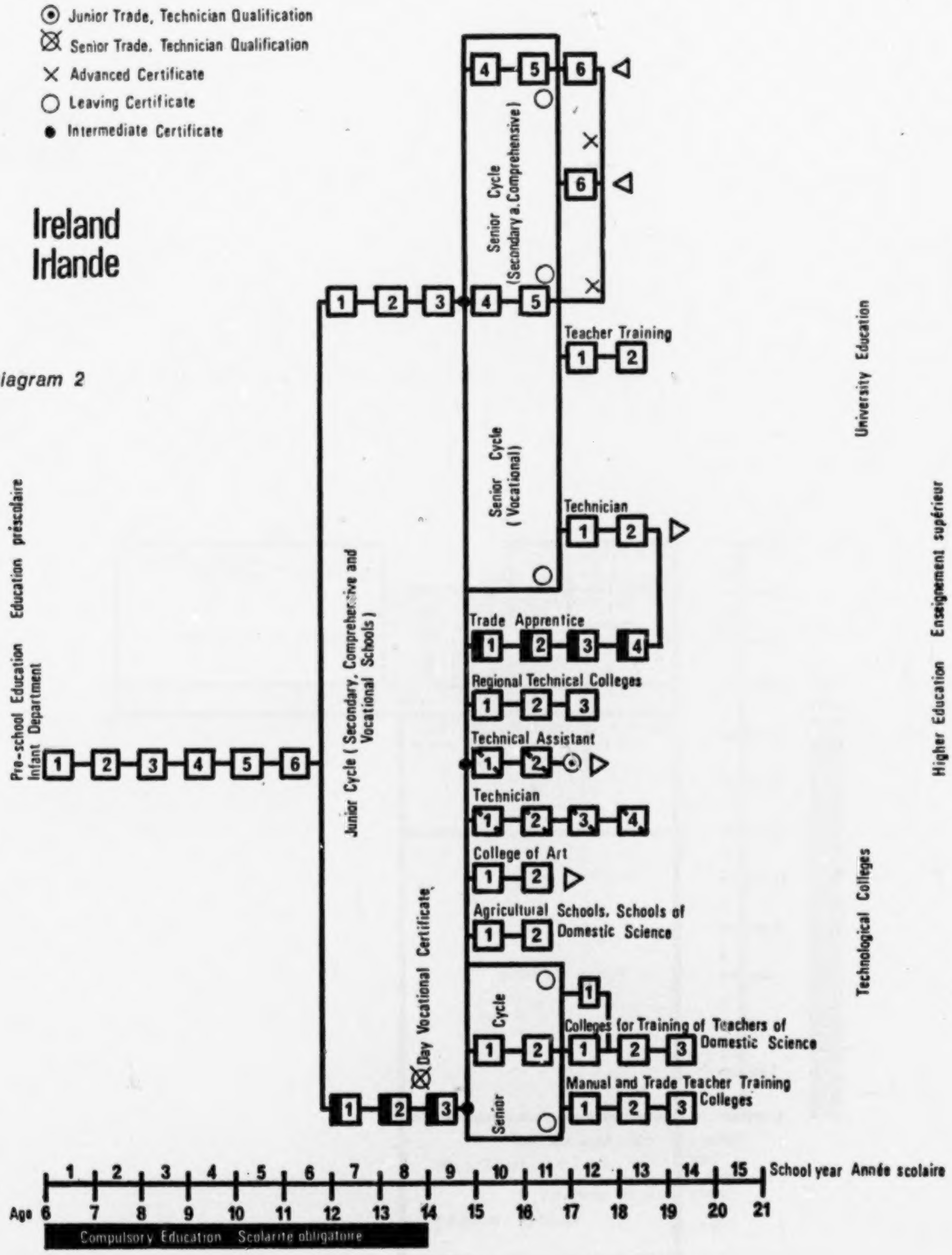
1
ADVANCED CERTIFICATE
Sec+compr.sch. Adv.cours
LEAVING CERTIFICATE
Secondary Schools
Comprehensive School
Senior Cycle
Vocational Schools Sen.C.
Vocational Sch (Technical and Trade Courses)
Coll.of Agricult. and Domest.Sc
ADVANCED CERTIFICATE
AWARDS AT HIGHER TECHNICIAN LEVEL
Regional Technical Colleges
COMMON INTERMEDIATE CERTIFICATE
Secondary Schools
Comprehensive Schools
Vocational Schools
Junior Cycle
Post Primary
Primary Education
Compulsory Education Scolarité obligatoire
School year
Année scolaire
Infant Department and Pre-school Education
Ecoles maternelles et Education préscolaire

Ireland
Irlande

Diagram 2


⊙ Junior Trade, Technician Qualification
⊠ Senior Trade, Technician Qualification
× Advanced Certificate
○ Leaving Certificate
● Intermediate Certificate
Pre-school Education
Infant Department
Education préscolaire
Junior Cycle (Secondary, Comprehensive and Vocational Schools)
Senior Cycle (Secondary a. Comprehensive)
Senior Cycle (Vocational)
Teacher Training
Technician
Trade Apprentice
Regional Technical Colleges
Technical Assistant
Technician
College of Art
Agricultural Schools, Schools of Domestic Science
Senior Cycle
Colleges for Training of Teachers of Domestic Science
Manual and Trade Teacher Training Colleges
Day Vocational Certificate
University Education
Higher Education
Enseignement supérieur
Technological Colleges
School year
Année scolaire
Age
Compulsory Education
Scolarite obligatoire

	Explanatory list of terms	*Index*
	A. CLASSIFIED LIST	A. INDEX METHODIQUE
Central administration (2)	Department of Education headed by a Minister of State and assisted by a Parliamentary Secretary	Ministère de l'Education ayant à sa tête un ministre d'Etat, assisté d'un secrétaire parlementaire
Primary (National) School (4) I 6	State-aided locally managed school providing free primary education	Ecole subventionnée par l'Etat et placée sous une direction locale qui dispense un enseignement primaire gratuit
Primary Private School (4.25) I 6	Non-State-aided private school providing primary education	Ecole privée non subventionnée par l'Etat et dispensant un enseignement primaire
Secondary School (4.4) G II 6	State-aided private school providing secondary general education of an academic type	Ecole privée subventionnée par l'Etat et dispensant un enseignement secondaire général de type classique
Comprehensive School (4.6) G II 6	A school combining post-primary academic and post-primary vocational education in one curriculum providing a wide choice of subjects. Management is by committees representing the religious authorities, Vocational Education Committee and Minister for Education	Ecole combinant les enseignements « post-primaires » classique et professionnel en un programme unique offrant un large choix de matières. La direction est assurée par des comités représentant les autorités religieuses, le Comité pour l'Enseignement professionnel et le ministre de l'Education
Vocational School (4.7) GV II 4	A school organised by a local vocational education committee which provides post-primary general and technical education	Ecole organisée par un comité local d'enseignement professionnel, qui dispense un enseignement « post-primaire » général et technique
Regional Technical College (5.1) GV III 3	Provides senior cycle courses leading to the Leaving Certificate in applied science, commercial or other groups, part-time or full-time courses for Trade and Technician certificates post-Leaving Certificate courses leading to Higher Technician qualifications and courses in adult education	Dispense un enseignement du niveau secondaire conduisant au certificat de fin d'études secondaires en science appliquée, commerce et autres groupes de disciplines, un enseignement à temps partiel ou à plein temps préparant aux certificats commerciaux et techniques, un enseignement d'un niveau supérieur au certificat de fin d'études préparant aux diplômes de technicien supérieur et des cours de formation des adultes
Secondary Top (4.26) G II 6	Division of a primary (national) school which provides secondary general education	Section d'une école primaire (nationale) qui dispense un enseignement secondaire de caractère général
Managerial system (4.21)	Management of schools by local managers, usually clergymen	Mode de gestion des écoles par des administrateurs locaux, appartenant en général au clergé
Registration Council (4.4)	Council representative of the central administration, school authorities, universities and teaching profession which pre-	Conseil représentatif de l'administration centrale, des autorités scolaires, des universités et du corps enseignant qui prescrit les

	Explanatory list of terms	*Index*
	scrbes qualifications for the registration of secondary teachers	qualifications requises pour être inscrit sur la liste des maîtres de l'enseignement secondaire « homologués »
Intermediate Certificate (4.5)	Certificate testifying that the candidate has completed a well-balanced course of general education suitable for pupils who leave school at 16 years	Certificat attestant que le candidat a terminé un programme bien équilibré d'enseignement général convenant à des élèves qui quittent l'école à 16 ans
Day-Group Certificate (4.7)	Certificate testifying that the candidate has completed a two or three year post-primary course in a vocational school	Certificat attestant que le candidat a terminé deux (ou trois) années d'études post-primaires dans une école professionnelle
Leaving Certificate (4.5)	Certificate testifying that the candidate has completed a good secondary general education - accepted as university and teacher training entrance qualification	Certificat attestant que le candidat a effectué des études secondaires générales complètes donnant accès à l'université et aux écoles normales
Full-time Courses (5.1)	Courses of at least 25 hours formal classes per week	Cours comportant au moins 25 heures de classes régulières par semaine
Evening Classes (4.7)	Classes held after 18.00 hours	Cours qui ont lieu après 18 heures
Day Release Classes (5.1)	Classes held during normal working hours throughout the school year for a certain period each week, e.g. one day, for apprentices, trainee technicians and other specially released from their employment to attend	Cours organisés pendant les heures de travail et durant toute l'année scolaire, à raison d'une certaine période chaque semaine, une journée par exemple ; ils sont destinés aux apprentis, techniciens stagiaires et autres, bénéficiant à cet effet d'une autorisation d'absence
Block Release Classes (5.1)	Classes held during normal working hours for a certain continuous period each school year, e.g. ten weeks, for apprentices, trainee technicians and others specially released from their employment to attend	Cours organisés pendant les heures de travail et durant une certaine période continue au cours de chaque année scolaire ; ils sont destinés aux apprentis techniciens stagiaires et autres, bénéficiant à cet effet d'une autorisation d'absence
Training Colleges Primary (6.1) T IV 2 - 3	Training colleges for those intending to qualify as primary school teachers	Ecoles normales primaires

B. ALPHABETICAL LIST

Block Release Classes (5.1)
Central Administration (2)
Comprehensive School (4.6)
Day-Group Certificate (4.7)
Day Release Classes (5.1)
Evening Classes (4.7)
Full-time Courses (5.1)
Intermediate Certificate (4.5)
Leaving Certificate (4.5)
Managerial System (4.21)
Primary (National) School (4)
Primary Private School (4.25)
Regional Technical College (5.1)
Registration Council (4.4)
Secondary school (4.4)
Secondary Top (4.26)
Training Colleges Primary (6.1)
Vocational School (4.7)

ITALY

Description of school system

1 GENERAL PRINCIPLES OF EDUCATION

1.1 Constitutional basis

The main principles on which the Italian school system is based are laid down in Articles 9, 33 and 34 of the Constitution, quoted below :

"Article 9 : The Republic shall promote the development of culture and of scientific and technical research.

Article 33 : Arts and science are free, and the teaching thereof shall be free. The Republic lays down general principles and creates state schools of all types and of all levels.

Institutions and individuals shall have the right to open schools and educational establishments provided that they are not a charge upon the state.

The law, in defining the rights and obligations of private schools which request parity with state schools, must assure their freedom and guarantee their pupils treatment equivalent to that of pupils in the state schools.

State examinations shall be prescribed for admission to the various categories of school, for the termination of studies and for qualification to practise a profession.

Institutions of advanced education, universities and academies shall have the right to adopt autonomous statutes within limits fixed by law.

Article 34 : State schools shall be open to all.

Education shall be compulsory and free of charge for at least eight years.

All capable and deserving persons, even if without means, shall have the right to continue their studies up to the highest level.

The Republic shall give effect to this right by means of scholarships and family grants awarded on the basis of competitive examinations."

It will be seen from these principles that the state has decisive powers in the matter of education. Certain limitations should be mentioned, however : under Article 117 of the Constitution, regional authorities may adopt measures relating to vocational training and education grants. The "autonomous regions" (Sicily, Sardinia, Trentino-Alto Adige, Friuli-Venezia Giulia, Val d'Aosta) have been given certain statutory powers in the matter of education which cannot be listed here.

2 ADMINISTRATION

2.1 Central administration

Most important of the many tasks falling to the Ministry of Education is that of providing "a moral and intellectual education for children and young persons, in educational establishments of every category and grade" placed under its administration and control.

All educational authorities, whether national or provincial, are responsible to the Minister of Education, assisted by Under-Secretaries of State who carry out the duties delegated to them by the Minister.

The Central Department of Education consists of the following :

— 13 directorates (personnel, general and administrative affairs ; primary education ; junior secondary education ; classics, science and teacher training ; technical education ; occupational training ; university education ; antiquities and fine arts ; academies, libraries and propagation of culture ; adult education ; cultural exchanges ; private secondary education ; school buildings and equipment) ;

— 4 inspectorates (arts ; education aid ; physical education and sport : boarding-schools) ;

— 1 department (nursery schools).

The Ministry also has a number of special bureaux set up by ministerial decision (office for research, programming, organisation and methods ; regional affairs office ; scientific research inspectorate etc).

A number of national inspectors are also assigned to the various categories and levels of education.

The Higher Council for Education is foremost among the bodies which advise the central administration ; it is subdivided into three sections (higher education, secondary education, primary education). As this is an advisory body, the administration is not bound by its opinions, although it is often required to consult it.

2.2 Local administration

In every provincial capital, including those of the autonomous regions, there is a *provveditore agli studi* (called *soprintendente agli studi* in the Val d'Aosta). This is one of the most important local offices in the school administration. In his province, he is responsible for primary and secondary education. He sees to the enforcement of the laws and regulations applicable to educational establishments, whether state or private. Principals and teachers of secondary schools, school inspectors and headmasters and teachers of primary schools are responsible to the *provveditore,* whose powers and functions have become steadily more important since the Ministry of Education began to implement its policy of administrative decentralisation.

2.3 The expansion of education and the programme for the development and reorganisation of Italian schools have necessitated administrative reforms at both central and local levels. Regional and inter-regional school offices have recently been set up, but have so far concerned themselves only with new buildings ; parliament is likely soon to enlarge their sphere of competence.

3 PRE-SCHOOL EDUCATION

3.1 State nursery schools (*scuola materna statale*)

These were instituted by an Act (N° 444) of 18 March 1968, and take children from 3 to 6 years of age.

These schools are not seen as part of the school system proper : their object is to educate and cultivate the children's personalities, and to help prepare them for primary school, by reinforcing the influence and effort of the family. Attendance is optional and free.

State nursery schools are usually divided into three sections, corresponding to the age of the children. There may never be more than nine such sections, but one section may contain children of different ages, and in small towns a school may have only one section. Under the Act mentioned above, *kindergartens*, previously attached to primary teacher training schools, and nursery schools, formerly attached to the training schools for nursery school mistresses, have now become state nursery schools.

The Act provides for annual plans for new establishments, with priority going to places of special need, such as depressed areas and districts of intense urban development.

3.2 Timetable and nature of educational activities

State nursery schools are open at least seven hours daily, although exceptions may be made where local circumstances have been shown to warrant them. It is permissible to attend one session only, morning or afternoon. The schools are open at least ten months of the year. There is no real curriculum, but educational guidelines have been laid down.

3.3 Welfare

All forms of assistance are provided, from free transport to medical examinations.

3.4 Special schools and classes

Some children in this age-range suffer from mental or behavioural disturbances, or may be physically handicapped or suffer from some other impairment of their faculties ; for them the state has set up special classes in the nursery schools, and separate schools have been founded for the most severe cases.

3.5 Establishments not administered by the state

In addition to the state nursery schools there are pre-school establishments run by local authorities, organisations, religious orders and individuals.

Depending upon the educational approach they follow, these are known as *asili infantili* (*crèches*), *kindergartens*, *case dei bambini* (child centres), or nursery schools.

4 PRIMARY AND SECONDARY EDUCATION (General, technical, vocational and artistic) (Stage I to III)

4.1 Primary (*istruzione elementare*)

Primary education is compulsory and free for all children between the ages of 6 and 11.

4.11 Establishments

Primary instruction is given in primary schools (*scuole elementari*).

It is divided into two parts, the first from 6 to 8 years of age and the second from 8 to 11.

4.12 **Curriculum**

In the first cycle the curriculum is general, but subjects are gradually differentiated during the second cycle. They are : religious instruction, moral and civic education, physical education, history, geography and sciences, arithmetic and geometry, Italian, drawing and writing, singing, and handwork.

4.13 **Primary school certificate**

Oral and written examinations must be passed at the end of each part of the course. The second part concludes with the examination for the primary school certificate (*licenza elementare*) which qualifies children for admission to the intermediate school.

4.14 **Special schools and classes**

Special classes (*classi differenziali*) are organised in primary schools, for children suffering from minor mental or behavioural disorders who are judged to be capable of adjusting to education in regular schools. There are also special schools (*scuole speciali*) : open-air schools (*scuole all'aperto*) for delicate children and those susceptible to respiratory ailments ; schools for the physically handicapped (*scuole per minorati fisici*) ; schools for mentally handicapped children (*scuole per minorati psichici*) etc.

4.2 Junior secondary (*istruzione secondaria di primo grado*). After primary school, compulsory free education continues in state intermediate schools (*scuole medii*) set up under the Act (N° 1859) of 31 December 1962. This is a 3-year junior secondary course, open to those possessing the primary certificate. After 1 October 1963, this type of school replaced all the establishments formerly designed for pupils of 11 to 14 years of age.

4.21 **Training and guidance**

The intermediate school aims at turning out good citizens in accordance with the principles laid down in the Constitution, and to prepare young people for their future occupations.

4.22 **Curriculum**

The intermediate school curriculum includes the following compulsory subjects : religious instruction, Italian, history, civics and geography, mathematics, nature study and elementary science, a foreign language, art education and physical education. Manual training and musical appreciation, which are compulsory in the first year, become optional thereafter. In the second year, the study of Italian is supported by an introduction to Latin, although Latin as a separate subject does not begin until the third year, as an option.

At the beginning of every school year, pupils are offered one or more options. Compulsory subjects may not occupy more than 26 hours per week. Where local resources allow, a *doposcuola* (subsidiary studies and voluntary out-of-school activities) may be organised in the afternoons, for at least 10 hours a week. This is free and optional.

4.23 **Leaving examination**

Successful candidates obtain the intermediate school certificate (*licenza di scuola media*) required for admission to all upper secondary schools, including technical, vocational and fine arts schools. Pupils wishing to enter classical secondary schools must also sit a Latin examination.

4.24 "Catching-up" and special classes

Catching-up classes (*classi di aggiornamento*) for the first and third years, and special classes (*classi differenziali*) for maladjusted pupils may be set up in intermediate schools.

4.3 Classical secondary (*istruzione classica*)

The purpose of classical secondary education is to prepare young people for entrance to universities and other institutions of higher education. It is given in classical secondary schools (*liceo classico*, also called *liceo ginnasio*).

4.31 The course, open to holders of the intermediate school certificate, lasts five years and is divided into two parts : a first, 2-year course called the *ginnasio*, and the 3-year *liceo* proper.

4.32 Humanities form the core of the curriculum ; the following individual subjects are taught :

— at the *ginnasio* : Italian, Latin, Greek, foreign languages, history and civics, geography, mathematics, religious instruction, physical education ;

— at the *liceo* : Italian, Latin, Greek, history and civics, philosophy, natural sciences, chemistry and geography, mathematics, physics, art, history, religious instruction, physical education.

4.33 At the end of the course pupils sit a state examination leading to the certificate of secondary education (*diploma di maturità classica*), which gives access to all university-level departments except the *magistero*.

4.34 The provisions governing admission to universities from the various types of upper secondary school will remain unchanged until the reform of higher education has been approved by parliament. It should be added that the reform of upper secondary education is also under consideration.

4.4 Science course (*istruzione scientifica*)

The object of the science course is to extend and deepen the preparation of young people intending to continue their studies in university science departments. It is given at the secondary science school (*liceo scientifico*) and lasts five years ; admission is open to holders of the intermediate school certificate.

4.41 The first year is a transition year (*classe di collegamento*), during which the same teacher gives lessons in Italian, Latin, history, civics and geography, providing a bridge between the intermediate school and the upper secondary school.

4.42 The following subjects are taught :

— in the transition class : Italian, Latin, foreign language and literature, history and civics, geography, mathematics, drawing, religious instruction, physical education ;

— in the following years : Italian, Latin, foreign language and literature, history and civics, philosophy, natural sciences, chemistry and geography, physics, mathematics, drawing, religious instruction, physical education.

4.43 At the end of this course there is also a state examination conferring the secondary scientific certificate (*diploma di maturità scientifica*) giving access to all university departments except literature and philosophy.

4.5 Teacher training (*istruzione magistrale*) level III, but cf. also section 6.

This is given in primary teacher training schools (*istituti magistrali*) and training schools for nursery school mistresses (*scuole magistrali*).

4.51 The primary teacher training schools prepare young people to teach in primary schools ; the course lasts four years (with an initial transition year) and is open to those holding the intermediate certificate.

In the transition year, the following subjects are taught : Italian, Latin, foreign language, history, civics and geography, natural sciences, mathematics, drawing, group singing, religious education, physical education, musical instrument (optional).

Subjects in the subsequent years are the following : Italian, Latin, history, civics and geography, philosophy and method of education, psychology, natural sciences, chemistry and geography, mathematics and physics, drawing and art history, group singing, physical education and musical instrument (optional). During the final two years, students do periods of teaching practice in a nearby primary school supervised by their professor of education, with the help of a primary school teacher or headmaster. The study of a foreign language ends after the second year. Some primary teacher training schools teach agriculture and agricultural bookkeeping during the final two years of the course.

At the end of the four years, students sit a state examination for the primary school teaching diploma (*diploma di abilitazione magistrale*), with which they may apply for a teaching post or sit the competitive entrance examination for the *magistero* faculty. The diploma also gives access to courses leading to a degree (*laurea*) in foreign languages and literature in some universities.

Holders of this diploma who have successfully completed a *corso integrativo* (integration course) are qualified for admission to all university faculties.

4.52 The *scuola magistrale* trains teachers for nursery schools ; the course lasts three years. Admission is open to those holding the intermediate school diploma, or by examination. A nursery school is often attached for teaching practice purposes.

At the end of the 3-year course, there is a state examination leading to the pre-school teaching diploma (*diploma di abilitazione all'insegnamento nelle scuole del grado preparatorio*).

Curricula have never been formally laid down, so the course follows the examination syllabus for the following subjects : Italian, method of education, history, civics and geography, mathematics, bookkeeping and natural sciences, hygiene and child care, music and group singing, domestic science and needlework, plastic arts and drawing, teaching practice (with a written report), religion.

4.6 Technical education (*istruzione tecnica*)

Its object is to train technicians and supervisory staff for all branches of the economy.

4.61 Establishments

Technical instruction is given in establishments called *istituti tecnici*. Depending upon their field of interest, pupils may choose among the following types of school :

— agriculture (*istituto tecnico agrario*) ;

— commerce (*istituto tecnico commerciale*) ;

— surveying (*istituto tecnico per geometri*) ;

— industry (*istituto tecnico industriale*) ;

— navigation (*istituto tecnico nautico*) ;

— business training and foreign language correspondence (*istituto tecnico per periti aziendali e corrispondenti in lingue estere*) ;

— tourism (*istituto tecnico per il turismo*) ;

— schools for girls (*istituto tecnico femminile*).

These institutes are corporate bodies with some administrative autonomy. They are open to pupils with the intermediate school certificate, and the courses last five years (six in the specialised agricultural schools and the evening schools of the industrial technical institutes).

4.62 Curricula

Instruction in technical institutes is both theoretical and practical. The course is divided into two parts : a 2-year general course of a preparatory nature, which is the same in all technical institutes and hence enables all pupils to acquire a good general background and postpone the final choice of their field of specialisation until they have reached greater maturity ; and a 3-year technical course emphasising the practical side of their chosen field.

4.63 Diplomas

At the end of their course, pupils sit a state examination leading to the technical diploma (*diploma di maturità tecnica*) which qualifies them to work in their chosen field and gives access to all university departments.

4.7 Vocational training (*istruzione professionale*)

Vocational training is designed to produce skilled workers and junior supervisory staff in all branches.

4.71 Establishments

Vocational training is given in centres called vocational institutes (*istituti professionali*). There are schools for the following :

— hotel trades (*istituto professionale alberghiero*) ;

— agriculture (*istituto professionale per l'agricoltura*) ;

— seamen (*istituto professionale per le attività marittime* ;

— commerce (*istituto professionale per il commercio*) ;

— industry and skilled trades (*istituto professionale per l'industria e l'artigianato*) ;

— vocational institutes for girls (*istituto professionale femminile*).

Vocational institutes, like technical institutes, are corporate bodies with a degree of administrative autonomy.

One institute may be divided into several " schools ", each of which will have one or more sections (*sezioni di qualifica*).

Vocational institutes are open to those who possess the intermediate diploma or who pass an entrance examination after completing their compulsory schooling.

The length of courses varies from two to three years, depending upon the qualification desired ; a very few courses last four years (see however 4.7.4 below).

4.72 Timetables and curricula

The courses are more practical than those of the technical institutes ; timetables and curricula are still in an experimental stage, as the Ministry of Education wishes to test them for a few years before giving them their final form. An effort is being made to fit them to the demands of the economy, which are fluctuating considerably in the present period of economic and technological progress.

4.73 Final examination

The vocational diploma (*diploma di qualifica professionale*) given after the examination at the end of the course has academic as well as employment value, for it enables pupils, after a further special examination, to enter the terminal classes of the technical institute in their field.

4.74 Experimental "integration" courses

These have been introduced for a trial period in some vocational institutes with the aim of extending the course to five years. They are of one, two or three years' duration and are open only to holders of a vocational proficiency qualification. At the end of these courses there is a state examination for a proficiency diploma (*diploma di maturità professionale*) conferring entry to numerous administrative careers as well as to higher education.

4.8 Art education (*istruzione artistica*)

Many establishments give instruction in the arts, and each has its own educational structure. They offer young people courses in the various arts (music, plastic arts, graphic arts etc.) in the following types of institute :

- schools of applied arts (*istituti d'arte*) ;
- secondary art schools (*licei artistici*) ;
- academies of fine arts (*academie di belle arti*) ;
- conservatoires of music (*conservatori di musica*).

One point should be stressed : in schools of applied arts and secondary art schools, pupils are usually of the same age as in other upper secondary schools, but this is not true of academies of fine arts or conservatoires. In the latter, some courses continue beyond the age-limits obtaining in other schools ; while academies of fine arts, of which more will be said under 5 below, are midway between secondary schools and universities.

It should also be remembered that the new intermediate school has taken over the elementary courses formerly offered by schools of applied arts and conservatoires, but the curricula of intermediate schools attached to these establishments have been adjusted to meet the special needs of this type of school.

Also as a result of the introduction of the comprehensive intermediate school, all schools of fine and applied arts are undergoing reorganisation.

4.81 The schools of applied arts, V III 3, seek to maintain the high quality of local artistic and craft traditions, while giving young people a training consistent with modern techniques and art forms. Their pupils are qualified to produce original work in their special fields. The course is divided into sections (woodworking, ceramics, decorative painting, plastic decoration etc.). It is open to holders of the intermediate school certificate, or to others who pass an entrance examination.

The course lasts three years, at the end of which there is an examination for the diploma of applied arts (*diploma di maestro d'arte*). Holders of this diploma may :

— enter an academy of fine arts ;

— sit the qualifying examination for secondary school art teachers ;

— take an advanced two-year course (*magistero d'arte*) to perfect their artistic and vocational skills and specialise in a chosen field.

4.82 The secondary art schools (*licei artistici*), V III 4, provide a thorough foundation for young people showing promise in the arts ; they are usually attached to academies of fine arts, and are open to holders of the intermediate school certificate. The course lasts four years and includes literary, scientific and artistic subjects. At the end of the second year, pupils choose to enter one of two sections, the first in preparation for an advanced course in painting, sculpture, decorative art or stage design at an academy of fine arts, and the second in preparation for a course at a university school of architecture. The course ends with a state examination for the diploma of artistic proficiency (*diploma di maturità artistica*). The diploma in the first section gives access to the academy of fine arts ; those obtaining the diploma in the second section may enter a school of architecture or sit an examination to qualify as an art teacher in the lower and upper secondary school.

Holders of the aforesaid diploma who have successfully completed a 1-year *corso integrativo* are qualified for admission to all university faculties.

4.83 The conservatoires (*conservatorii di musica*) prepare young people for a diploma in their special field of music. There are two types of course : the main courses or "schools" of piano, composition, violin, singing etc.), taking the pupil up to his diploma ; and the complementary courses designed to finish off the student's general and professional training. Conservatoires are open to those holders of the intermediate certificate who pass an entrance examination, but the examination is not required of holders of a diploma from an intermediate school attached to a conservatoire.

The "schools" are divided into stages (lower and upper or lower, intermediate and upper), whose length varies according to the subject of study ; in all, depending on the "school", the length of the course ranges from 5 to 10 years.

Those who pass all the prescribed examinations receive the diploma of their particular "school" ; a certificate is also given at the end of the lower and intermediate stages.

5 TECHNICAL AND VOCATIONAL EDUCATION

5.1 The academy of fine arts (*accademia di belle arti*), V IV 4, prepares young people for a professional career in the arts ; they work in the studio of a master and under his direction.

The academy is open to persons holding the artistic proficiency diploma (*diploma di maturità artistica*) awarded by a secondary art school (Section I) or the final diploma of a school of applied arts, or upon examination. The academy teaches painting, sculpture, decorative arts and stage design. Each course lasts four years, and there is a qualifying examination at the end of every year. After the fourth year, there is a final examination for the diploma, which is a purely academic qualification.

A secondary art school may be attached to an academy of fine arts.

6 TEACHER TRAINING (See also 4.5, 4.51 and 4.52)

6.1 Teachers and assistants—nursery schools

Nursery school teachers must possess the diploma awarded by the *scuole magistrali* or *istituti magistrali*.

Assistants work with the teachers in supervising and giving help to the children. They must hold the lower secondary certificate or the equivalent, as well as a certificate of satisfactory attendance at the courses provided for them by the Ministry of Education. Both teachers and assistants are appointed on their qualifications and the results of a competitive examination at provincial level.

6.2 Primary school teachers

All primary school teachers, whether or not they are in established posts, must possess the primary teaching certificate awarded after a state examination at the end of the course at an *istituto magistrale*. State appointements are made on qualifications and the results of a competitive examination at provincial level, and become final after a 2-year probation period.

It is planned that in future all teachers of classes in the compulsory education age-range will have followed a university course and hold a degree (*laurea*) obtained after four years of study.

6.3 Secondary school teachers

Teachers in intermediate, classical secondary, science secondary, teacher training, technical, vocational and fine arts schools, depending on their subject, may be either university graduates (four to five years is the normal length of the course) or holders of the advanced secondary certificate. In neither case does the qualification alone entitle the holder to teach : it merely enables him to sit the state examination for the teacher's certificate.

With certain exceptions stipulated by law, appointments to established posts are made on qualifications and the results of a competitive examination open only to holders of the teacher's certificate. The specific appointment made depends upon the particular examination which the candidate has taken : the certificate itself is usually valid for several subjects.

Those successfully sitting the competitive examination are appointed provisionally *professore straordinare* ; at the end of a 2-year period their appointment as *professore ordinare is* confirmed.

Those not in established posts must also hold the teacher's certificate. Under certain provisional arrangements, if for certain stipulated posts there is no candidate who possesses the teacher's certificate, such posts may be temporarily filled by candidates possessing the academic qualification alone (university degree or advanced secondary certificate) which would entitle them to sit the examination for the certificate.

7 OTHER TYPES OF FORMAL EDUCATION

There is a wide range of schools and courses existing outside the regular education system which seek to instruct and educate people in the less favoured sections of society. Their aim is to eliminate illiteracy, supplement primary education and encourage secondary and vocational studies. Classes are free and are held during the day or in the evening. Both young people and adults may attend. They are held in schools (usually primary), factories, agricultural co-operatives, emigrant centres, barracks, hospitals, prisons and anywhere, especially in the country, where the need arises.

These schools employ many methods to achieve their aims :

— Introductory primary course (known as course "A") for those who have had no primary schooling even though they are more than 12 years of age ;

— Advanced primary course (called course "B") for those who have completed course "A" ;

— Primary refresher and supplementary course, or " cultural " refresher and supplementary course (course "C") which seek to guide those who already have a primary certificate or its equivalent into productive employment ;

— Music course, open even to children under 14 on condition that attendance does not interfere with their compulsory schooling ;

— Refresher courses for adults who have already attended primary schools or classes but are in danger of lapsing into illiteracy because of their environment ;

— Secondary refresher and cultural courses, for adults possessing a primary certificate who wish to move on to the intermediate level ;

— Reading centres in remote areas where there are no local or school libraries. Here adults may meet, read and discuss subjects with the aid of a group-leader ;

— Adult education classes, designed to enrich the individual's personality and help him to take an active part in society ; the object is to encourage people to become more conscious of the world around them and to participate in their country's cultural, social and economic progress ;

— Summer and holiday schools, held where no other courses are available or where the local people are unable to attend such courses because of the nature of their occupations ;

— Regimental schools, in the military services ;

— Prison schools, in penal institutions ;

— Classes for parents who wish to study the problems of the family in modern society and improve school-family relations so that each may better fulfil its educational role :

— Residential courses, where some particular social or cultural question is explored in depth and different cultural and information techniques are tried out.

(1969)

Italy
Italie

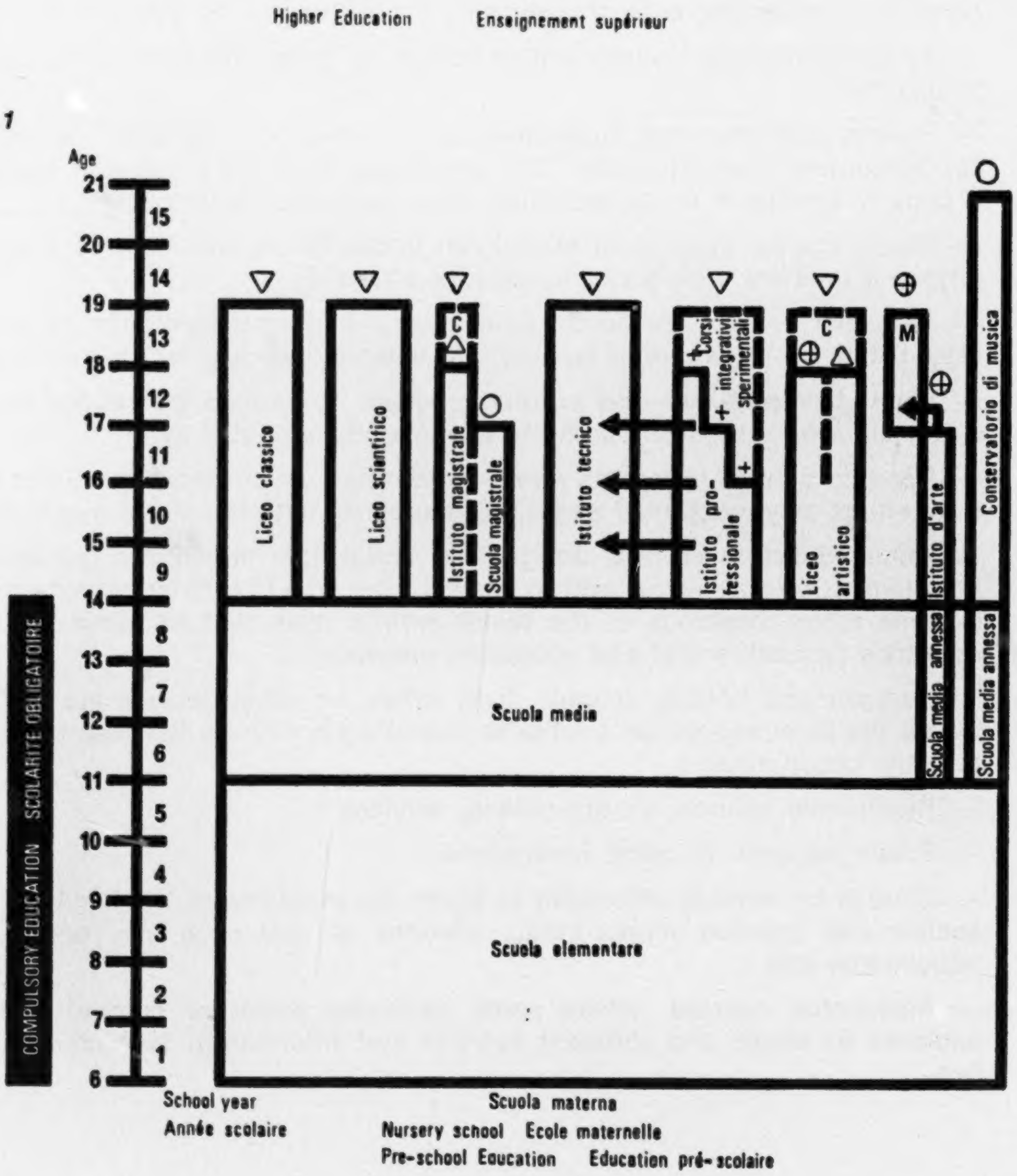
+ Qualifying diplomas of the vocational training institutes
Diplômes de qualification professionnelle

M Course for art teacher
Maîtrise en art

⊕ Access to the Academy of fine arts
Accès à l'Académie des beaux-arts

C Supplementary courses (for the holders of a diploma in primary school teaching or of a diploma in fine arts)
Cours d'intégration destinés aux diplômés des écoles normales pour instituteurs ou des lycées artistiques

Diagram 1


Higher Education
Enseignement supérieur
Age
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COMPULSORY EDUCATION SCOLARITE OBLIGATOIRE
Liceo classico
Liceo scientifico
C
Istituto magistrale
Scuola magistrale
Istituto tecnico
Corsi integrativi sperimentali
+
+
+
Istituto professionale
C
Liceo artistico
M
Istituto d'arte
Conservatorio di musica
Scuola media annessa
Scuola media annessa
Scuola media
Scuola elementare
School year
Année scolaire
Scuola materna
Nursery school Ecole maternelle
Pre-school Education Education pré-scolaire

◩ Supplementary courses (for the holders of a diploma in primary school teaching or of a diploma in fine arts)
Cours d'intégration destinés aux diplômés des écoles normales pour instituteurs ou des lycées artistiques

+ Qualifying diplomas of the vocational training institutes
Diplômes de qualification professionnelle

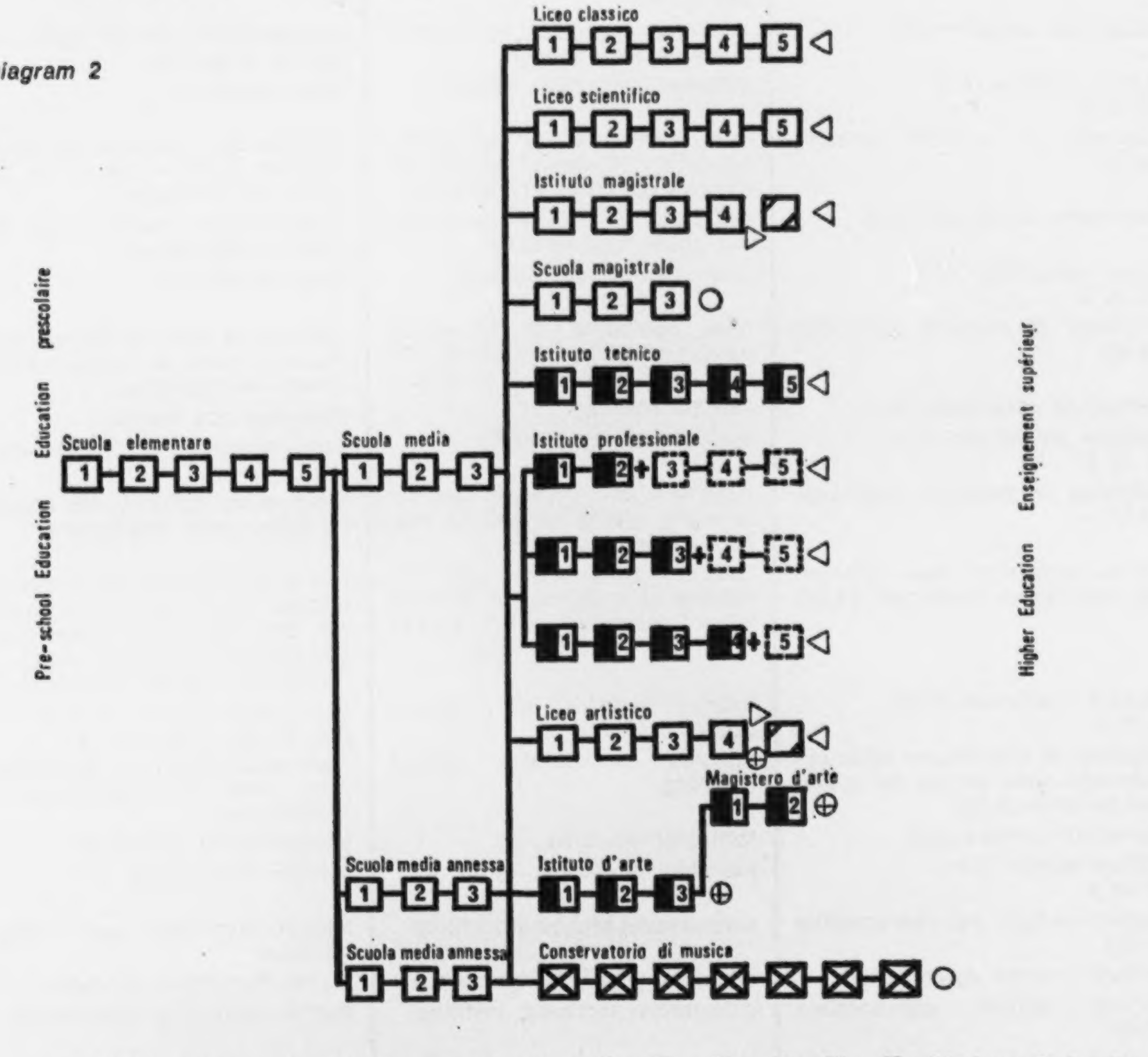
⬚ Experimental supplementary courses which can be followed by the holders of a qualifying diploma of the vocational training institutes
Cours expérimentaux d'intégration qui peuvent être suivis par les titulaires d'un diplôme de qualification professionnelle

⊕ Diploma or certificate giving access to the Academy of fine arts
Diplôme ou certificat donnant accès à l'Académie des beaux-arts

☒ Length of studies varying according to course followed
Durée d'études variable selon le cours suivi

Italy
Italie

Diagram 2


Pre-school Education
Education prescolaire
Scuola elementare
Scuola media
Scuola media annessa
Scuola media annessa
Liceo classico
Liceo scientifico
Istituto magistrale
Scuola magistrale
Istituto tecnico
Istituto professionale
Liceo artistico
Magistero d'arte
Istituto d'arte
Conservatorio di musica
Higher Education
Enseignement supérieur
School year
Année scolaire
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
Age
6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21
COMPULSORY EDUCATION SCOL OBLIGATOIRE

	Explanatory list of terms	*Index*
	A. CLASSIFIED LIST	A. INDEX METHODIQUE
Scuola materna (3.1)	nursery school	école maternelle
Istruzione elementare (4.1)	primary education	enseignement primaire
Scuola elementare (4.11) I 5	primary school	école primaire
Licenza elementare (4.13)	primary school certificate	certificat d'études primaires
Istruzione secondaria di primo grado (4.2)	first stage of secondary education	enseignement secondaire du premier degré
Scuola media (4.2) g (G) II 3	intermediate school	école moyenne
Licenza di scuola media (4.23)	final certificate of the intermediate school	diplôme de l'école moyenne
Istruzione classica (4.3)	education offered by the classical secondary schools	enseignement donné dans les lycées classiques
Liceo classico (4.3) G III 5	classical secondary school	lycée classique
Diploma di maturità classica (4.33)	final certificate of secondary education (classics) giving access to all university faculties.	diplôme de maturité classique donnant accès à toutes les facultés universitaires
Istruzione scientifica (4.4)	education offered by the scientific secondary schools	enseignement donné dans les lycées scientifiques
Liceo scientifico (4.4) G III 5	scientific secondary school	lycée scientifique
Diploma di maturità scientifica (4.43)	final certificate of secondary education (sciences) giving access to all university faculties	diplôme de maturité scientifique donnant accès à toutes les facultés universitaires
Istruzione magistrale (4.5)	teacher training	formation des maîtres
Istituto magistrale (4.51) T III 4	teacher training institute	école normale pour instituteurs
Diploma di maturità magistrale (4.51)	diploma in primary school teaching giving access to certain university courses	diplôme de maturité des écoles normales pour instituteurs
Corso integrativo (per i diplomati degli istituti magistrali) (4.51)	Supplementary course (for the holders of a diploma in primary school teaching) giving access to all university faculties	Cours d'intégration (pour les titulaires d'un diplôme de maturité des écoles normales pour instituteurs) donnant accès à toutes les facultés universitaires
Scuola magistrale (4.52) t III 3	training school for nursery school teachers	école normale pour institutrices des écoles maternelles
Diploma di abilitazione all'insegnamento nelle scuole del grado preparatorio (4.52)	diploma in nursery school teaching	diplôme d'aptitude à l'enseignement dans les établissements préscolaires
Istruzione tecnica (4.6)	technical education	enseignement technique
Istituti tecnici (4.61) V III 5	technical institutes	instituts techniques
Istituto tecnico per l'aeronautica (4.61)	aeronautical technical institute	institut technique pour l'aéronautique
Istituto tecnico agrario (4.61)	agricultural technical institute	institut technique agricole
Istituto tecnico commerciale (4.61)	commercial technical institute	institut technique commercial
Istituto tecnico per geometri (4.61)	technical institute for surveyors	institut technique pour experts-géomètres
Istituto tecnico industriale (4.61)	industrial technical institute	institut technique industriel
Istituto tecnico nautico (4.61)	nautical technical institute	institut technique de navigation

	Explanatory list of terms	*Index*
Istituto tecnico per periti aziendali e corrispondenti in lingue estere (4.61)	technical institute for experts in business management and foreign correspondence	institut technique pour experts d'entreprise et correspondants en langues étrangères
Istituto tecnico per il turismo (4.61)	technical institute for the tourist trade	institut technique pour le tourisme
Istituto tecnico femminile (4.61)	technical institute for girls	institut technique pour les jeunes filles
Diploma di maturità tecnica (4.63)	final certificate of technical studies giving access to all university faculties	diplôme de maturité technique donnant accès à toutes les facultés universitaires
Istruzione professionale (4.7)	vocational education	enseignement professionnel
Istituti professionali (4.71) v (V) III 2-4	vocational training institutes	instituts professionnels
Istituto professionale per l'agricoltura (4.71)	vocational training institute for agriculture	institut professionnel pour l'agriculture
Istituto professionale alberghiero (4.71)	vocational training institute for the hotel trade	institut professionnel pour l'hôtellerie
Istituto professionale per le attività marittime (4.71)	vocational training institute for marine activities	institut professionnel pour les activités maritimes
Istituto professionale per il commercio (4.71)	vocational training institute for commerce	institut professionnel pour le commerce
Istituto professionale per l'industria e l'artigianato (4.71)	vocational training institute for industry and the crafts	institut professionnel pour l'industrie et l'artisanat
Istituto professionale femminile (4.71)	vocational training institute for girls	institut professionnel pour les jeunes filles
Diploma di qualifica professionale (4.73)	qualifying diploma of the vocational training institutes	diplôme de qualification professionnelle
Corsi integrativi sperimentali (per diplomati di istituti professionali) (4.74)	experimental supplementary courses which can be followed by the holders of a qualifying diploma of the vocational training institutes	cours expérimentaux d'intégration qui peuvent être suivis par les titulaires d'un diplôme de qualification professionnelle
Istruzione artistica (4.8)	art education	enseignement artistique
Scuola media annessa (4.8) g (G) II 3	intermediate school attached to an institute of applied arts or to an academy of music	école moyenne annexée à un institut d'arts appliqués ou à un conservatoire de musique
Istituto d'arte (4.81) v (V) III 3	institute of applied arts	institut d'arts appliqués
Diploma di maestro d'arte (4.81)	master craftsman's diploma	diplôme d'aptitude en art appliqué
Magistero d'arte (4.81)	course for art teacher	maîtrise en art
Liceo artistico (4.82) V III 4	art secondary school	lycée artistique
Diploma di maturità artistica (4.82)	diploma in fine arts giving access to the academy of fine arts or to the faculty of architecture	diplôme de maturité artistique
Corso integrativo (per i diplomati dei licei artistici) (4.82)	supplementary course (for the holders of a diploma of fine arts) giving access to all university faculties	cours d'intégration (pour les titulaires d'un diplôme de maturité artistique) donnant accès à toutes les facultés universitaires
Conservatorio di musica (4.83)	academy of music	conservatoire de musique
Accademia di belle arti (5.1) V IV 4	academy of fine arts	académie des beaux-arts

B. Alphabetical list

Accademia di belle arti (5.1)
Conservatorio di musica (4.83)
Corsi integrativi sperimentali (per diplomati di istituti professionali) (4.7)
Corsi integrativo (per i diplomati degli istituti magistrali) (4.51)
Corso integrativo (per i diplomati dei licei artistici) (4.82)
Diploma di abilitazione all'insegnamento nelle scuole del grado preparatorio (4.52)
Diploma di maestro d'arte (4.81)
Diploma di maturità artistica (4.82)
Diploma di maturità classica (4.33)
Diploma di maturità magistrale (4.51)
Diploma di maturità scientifica (4.43)
Diploma di maturità tecnica (4.63)
Diploma di qualifica professionale (4.73)
Istituti professionali (4.71)
Istituti tecnici (4.61)
Istituto d'arte (4.81)
Istituto magistrale (4.51)
Istituto professionale alberghiero (4.71)
Istituto professionale femminile (4.71)
Istituto professionale per il commercio (4.71)
Istituto professionale per l'agricoltura (4.71)
Istituto professionale per le attività marittime (4.71)
Istituto professionale per l'industria e l'artigianato (4.71)
Istituto tecnico agrario (4.61)
Istituto tecnico commerciale (4.61)
Istituto tecnico femminile (4.61)
Istituto tecnico industriale (4.61)
Istituto tecnico nautico (4.61)
Istituto tecnico per geometri (4.61)
Istituto tecnico per il turismo (4.61)
Istituto tecnico per l'aeronautica (4.61)
Istituto tecnico per periti aziendali e corrispondenti in lingue estere (4.61)
Istruzione artistica (4.8)
Istruzione classica (4.3)
Istruzione elementare (4.1)
Istruzione magistrale (4.5)
Istruzione professionale (4.7)
Istruzione scientifica (4.4)
Istruzione secondaria di primo grado (4.2)
Istruzione tecnica (4.6)
Licenza elementare (4.13)
Licenza di scuola media (4.23)
Liceo artistico (4.82)
Liceo classico (4.3)
Liceo scientifico (4.4)
Magistero d'arte (4.81)
Scuola elementare (4.11)
Scuola magistrale (4.52)
Scuola materna (3.1)
Scuola media (4.2)
Scuola media annessa (4.8)

LUXEMBOURG

Description of school system

1 GENERAL PRINCIPLES OF EDUCATION

1.1 Education is compulsory for nine years beginning in the year when the child reaches the age of 6. Education is public ; private schools are not subsidised by the state.

1.2 Public education is free.

1.3 The conferring of degrees and diplomas was, until 1969, a matter for the state, but an Act passed by parliament provides for the recognition of degrees and diplomas obtained at foreign universities.

1.4 Unless released from this obligation by their parents, pupils must take a course either of religious instruction or ethics.

1.5 A new Act on pre-school and primary education stresses the importance of special and supplementary classes (*classes spéciales, classes complémentaires*).

1.6 An Act passed on 16 August 1965 instituting a 5-year intermediate or lower secondary course (*enseignement moyen*) replacing the former upper primary course has now come into force.

1.7 The Act of 10 May 1968 reorganising secondary education came into force in 1968/69. Its principal object is to bring about a better adaptation of primary school pupils to this type of education by introducing a first year of observation and guidance, and to provide a more intensified course with greater specialisation in the final years.

1.8 A Bill to reform vocational and technical education is now being drafted.

2 ADMINISTRATION

2.1 Education in Luxembourg is under the direct authority of the Minister of Education.

2.2 Subject to government approval, however, local authorities are responsible for the organisation of primary and pre-school education.

2.3 An Advisory Board of representatives of the Ministers of Education, Labour and Economic Affairs, advises on technical education and vocational training. Administration is centralised under the direct authority of the Minister of Education.

2.4 Courses, timetables, curricula, syllabuses, text-books etc., are laid down for all types of school by ministerial regulations.

2.5 Primary school teachers are appointed by local authorities. The staff of all other branches of the education system are appointed by the Grand Duke.

3 PRE-SCHOOL EDUCATION

Pre-school education, for children from 4 to 6 years of age, is optional ; it is given in schools called *jardins d'enfants.*

3.1 Local authorities are obliged to open such schools wherever the number of children is large enough to warrant it. The Act of 5 August 1963 stresses that pre-school education shall comprise no formal teaching.

4 PRIMARY AND SECONDARY EDUCATION (General, technical and vocational) (Stages I to III)

4.1 Primary education

Primary education is given in separate schools for boys and girls, and in co-educational schools whose organisation is laid down by law. The curriculum is the same for all children, and includes the following subjects : religious instruction, mother tongue, French, German, arithmetic, national history, local environment, geography, natural science, painting and drawing, writing, handwork, music, physical education and education in road sense.

4.2 The 7th, 8th and 9th years form a distinct complementary primary course, following the initial 6-year course. The specific purpose of these classes is to add to pupils' basic knowledge, cultivate a social sense, and prepare them to choose a career. Boys and girls attend separate schools, and pupils from several localities may be grouped in district schools.

4.3 In addition to general subjects, the curriculum includes :

(*a*) for boys : introduction to crafts, designed to stimulate an interest in specific trades ;

(*b*) for girls : more advanced domestic science courses, to prepare them for their role in the family and the home.

4.4 Some places also have upper primary schools giving a 3-year course to pupils who have successfully completed the 6th year of primary school and passed an entrance examination. The 1st year, called *septième commune,* offers the same curriculum as the 1st year of the ordinary intermediate course ; and several of these schools also teach subjects from the regular intermediate curriculum (2nd and 3rd years) in the 8th and 9th years.

The purpose of these upper primary schools is twofold :

(*a*) The 1st year, or *septième commune,* enables those who complete it successfully to move on, provided they can satisfy certain entrance requirements, to upper primary, intermediate, vocational or technical schools, or to secondary schools ;

(*b*) the following two years are intended to round off the education of pupils not continuing their studies.

4.5 Within the primary school system there are special classes for maladjusted pupils who are deemed educable but who are permanently or temporarily incapable of keeping up with the ordinary school curriculum. The aim of these special classes is, by appropriate methods and means, to give such pupils the education, re-education and training best suited to their needs.

4.6 A number of specialised establishments (public and private) are also included in the primary system :

- schools for invalid or particularly delicate children ;
- schools for children from broken homes ;
- re-education schools ;
- the institute for deaf-mutes ;
- the school for speech defectives ;
- the institute for the blind ;
- the institute for the mentally handicapped.

Some of these also provide vocational training.

4.7 Secondary education

This is a general course, given at three kinds of *lycée* : classical, boys' and girls'. At the end of the 6th year of primary school, pupils sit a standard entrance examination. After an initial observation year they choose either the "classics" course, including Latin, or the "modern" course, with English (2nd and 3rd years).

4.8 Beginning in the 4th year, the "classics" course is divided into two sections :

Latin-languages and Latin-sciences, with the latter offering a choice between mathematics, natural sciences and economics. Pupils in both sections may elect to study either Greek or English.

4.9 The "modern" course is also divided into two streams in the 4th year : modern languages and modern languages-sciences, with the latter also separated into mathematics, natural science and economics sections.

4.10 The course for girls is identical.

5 TECHNICAL EDUCATION AND VOCATIONAL TRAINING (Stage IV)

5.1 Technical education

The technical course trains technicians for industry and trades at the *Ecole des Arts et Métiers* (trade school) and more advanced technicians at the *Ecole technique* (technical college). In 1969 and 1970 pupils may be admitted at 13 or 14 years of age, after the first or second *classe complémentaire* (4.2) Admission is by examination ; the course lasts three or four years.

5.2 An observation and guidance year, similar to that in other types of post-primary school (where admission is at the age of 12) has been introduced at the *Ecole des Arts et Métiers* ; this is followed by a preparatory year giving a general introduction to technical subjects, and then by more specialised courses. These two classes may become compulsory, so that the complete course will last four or five years.

The timetable includes eleven periods of general subjects each week, including German, French and English, Christian doctrine, history, geography, civics, biology-hygiene.

5.3 There are three sections in the technical course :

— technical trades (four years) for the building, engineering, electrical, and machine-tool industries ;

— art trades (three years) for carpentry and cabinet-making, wrought-iron work, decorative painting, sculpture, and ceramics ;

— fine arts (two years) in preparation for further study at academies abroad.

A final examination qualifies pupils for a school-leaving certificate which takes the place of the *certificat d'aptitude professionnelle* delivered by vocational schools (5.6).

5.4 Technical school

This school trains engineering technicians in a 4-year course, the first year of which is preparatory. Admission is by examination and is open to those holding the certificate of the *Ecole des Arts et Métiers* (5.2), the *certificat d'aptitude professionnelle* (5.6) or the intermediate secondary school certificate (4.7).

5.5 According to a recent proposal, candidates in the last-named category may be required (beginning in 1969-70) to produce a certificate showing that they have successfully completed five years of secondary or intermediate school. After the preparatory year, pupils elect to enter one of three sections : mechanics, electrotechnology or civil engineering. The six semesters of technical training always include a general course in German, French and English, ethics, mathematics, physics and chemistry.

5.6 Vocational training

Vocational schools and centres prepare pupils for the *certificat d'aptitude professionnelle* in the various skilled trades, commerce and industry.

In addition to these established courses, sections for medical auxiliaries and industrial chemists were added in 1965 and 1968 respectively.

At the end of the course pupils take an examination set by the relevant professional body, under the supervision of a government commissioner and in accordance with government regulations. There are two types of course :

5.61 Type 1 (traditional apprenticeship)

After completing their compulsory schooling (i.e. after reaching the age of 15), apprentices in trades and industry attend classes for 8 - 16 hours a week throughout their apprenticeship, which varies in length from two years (e.g. for waiters) to four years (e.g. for metal-workers). The remainder of their time is spent learning under the supervision of the employer to whom they are apprenticed.

5.62 Type 2 (full-time)

Apprenticeship in metal-working, woodworking, painting, glass-making, clothing manufacture and hairdressing may begin at the age of 14, with one year of full-time schooling (30 - 36 periods a week). In subsequent years apprentices follow the same programme as those in Type 1 (5.61) ; the final year is spent entirely with the employer.

5.63 Business colleges

Pupils are accepted at the age of 14 after passing an examination showing that they have successfully completed two years of a full-time secondary course - intermediate, technical or vocational.
This full-time, 2-year course is at first general (including the three languages, civics, hygiene etc.), specialising in the second year in business management or secretarial training. The third year is spent entirely with the employer.

5.64 Salesmanship

The course lasts three years, beginning with a 1-year full-time course, followed by two years of simple apprenticeship. Apprentices aged 15 or more may be released from the first year provided they attend classes for 8 hours each week throughout their three years of apprenticeship.

5.65 Hotel trades

The hotel trades course is full-time and lasts three years. Those admitted after passing an entrance examination study general subjects (French, German, English, Dutch) and hotel management, both theory and practice. During the summer months they have periods of practice in local hotels.

5.7 Preparatory training for medical auxiliaries

Pupils are admitted at 14, after successfully completing two years of full-time secondary, intermediate, technical or vocational education or passing an entrance examination. The preparation lasts three years, at the end of which there is a qualifying examination for admission to the course proper : two years of hospital training combined with preparation for the state nursing diploma examination.

5.8 Agriculture

Boys are taught at schools of agriculture, and girls at rural domestic science training centres. Pupils enter the schools at the age of 12 ; at the boys' school there is a year of observation and guidance followed by three years of training ; at the girls' centre the introductory year is followed by two years of a more specialised course.

6 TEACHER TRAINING

6.1 The course leading to the nursery school teacher's diploma lasts three years. Candidates for admission must hold the intermediate secondary school certificate (4.7) or have successfully completed an extra year of primary school after their final year of compulsory schooling.

6.2 Conditions for admission to the domestic science teacher training course are the same except that there is no age limit. This is a 4-year course with a preliminary examination at the end of two years for those who are 18 years old.

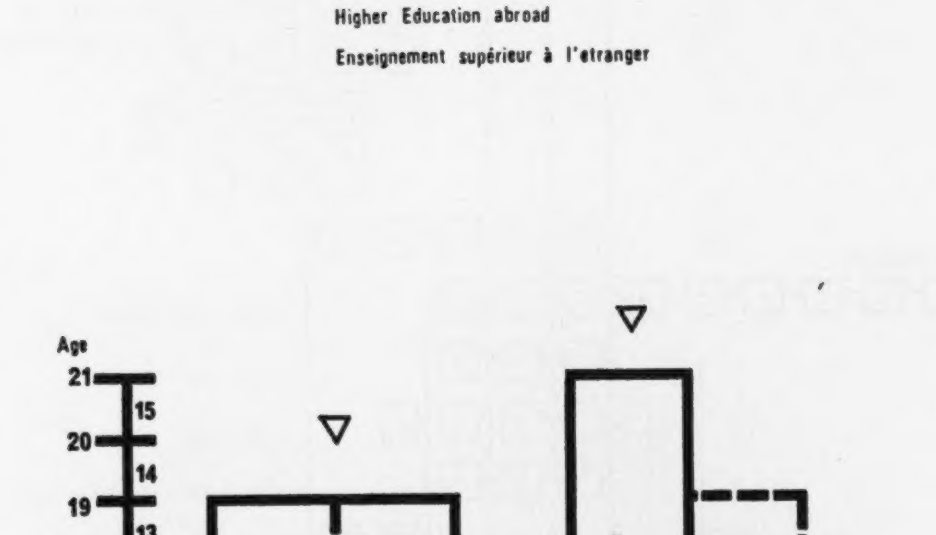
6.3 The teacher training institute trains primary school teachers. Admission is on the basis of results obtained in the secondary school leaving examination (4.7). This is a 2-year course.
Throughout their training, students are regarded as probationers and receive a monthly allowance ; after passing the examination for their teacher's certificate, they may teach in primary schools.

6.4 Teaching staff for secondary and higher levels and technical and vocational schools are trained in universities and similar institutes abroad. At the end of their training, candidates spend a probationary year in the schools in which they will teach, ending with an examination which qualifies them for permanent appointment.

(1969)

Luxembourg

Diagram 1


Higher Education abroad
Enseignement supérieur à l'etranger
Age
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
15
14
13
12
11
10
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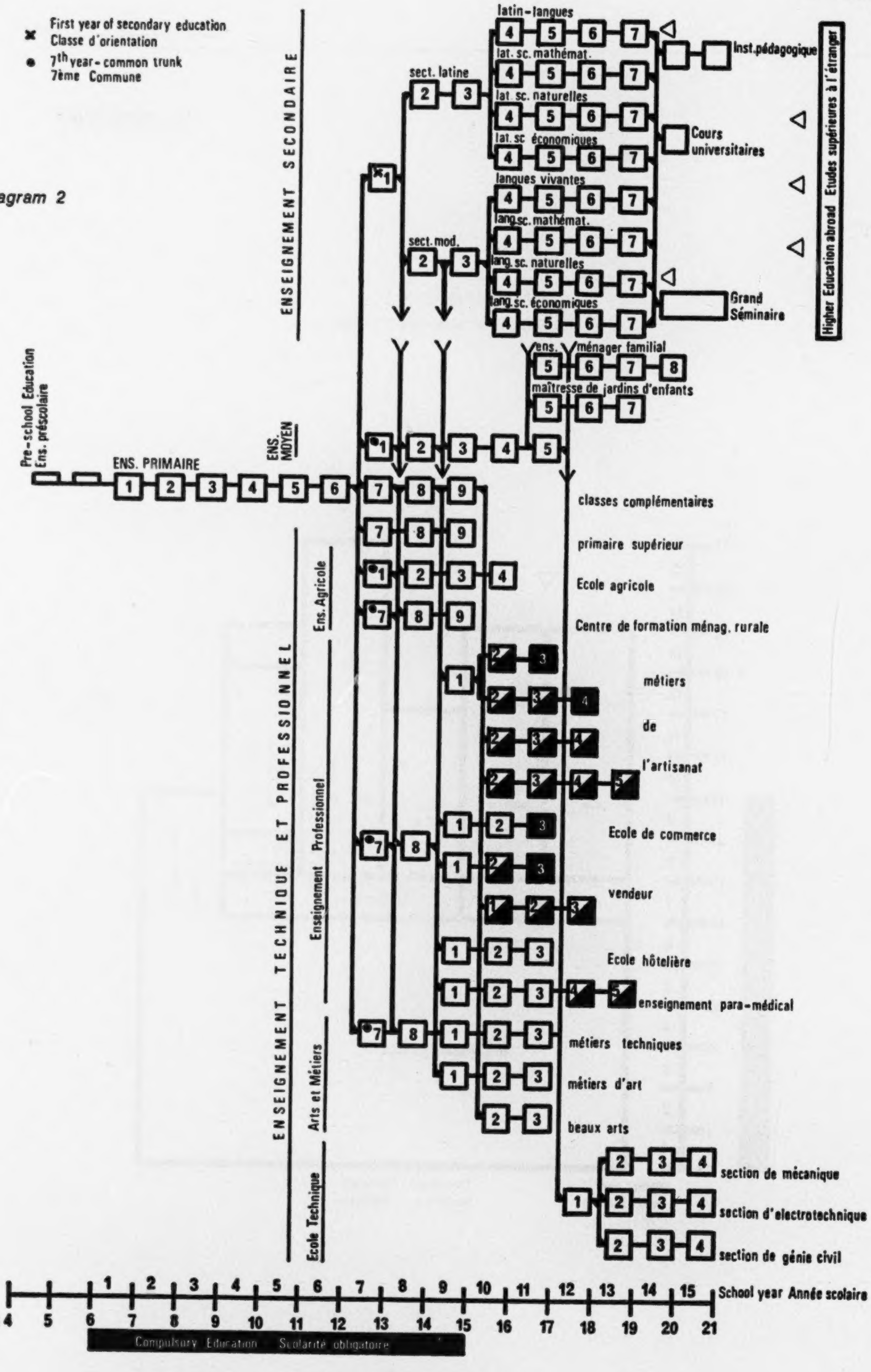
5
4
3
2
1
Compulsory Education Scolarité obligatoire
Enseignement secondaire
section latine
section moderne
Enseignement moyen
Institut d'enseignement technique
Arts et Métiers
Ecole technique
Enseignement professionnel
Préap-prentissage
Classes complémentaires
cl. d'orientation
7e. Commune
Enseignement primaire
School year
Année scolaire
Pre-school Education
Education préscolaire

Luxembourg

Diagram 2


First year of secondary education
Classe d'orientation
7th year - common trunk
7ème Commune
ENSEIGNEMENT SECONDAIRE
sect. latine
sect. mod.
latin - langues
lat. sc. mathémat.
lat. sc. naturelles
lat. sc. économiques
langues vivantes
lang. sc. mathémat.
lang. sc. naturelles
lang. sc. économiques
Inst. pédagogique
Cours universitaires
Grand Séminaire
Higher Education abroad Etudes supérieures à l'étranger
ens. ménager familial
maîtresse de jardins d'enfants
Pre-school Education
Ens. préscolaire
ENS. PRIMAIRE
ENS. MOYEN
classes complémentaires
primaire supérieur
Ecole agricole
Centre de formation ménag. rurale
Ens. Agricole
ENSEIGNEMENT TECHNIQUE ET PROFESSIONNEL
métiers de l'artisanat
Ecole de commerce
vendeur
Ecole hôtelière
enseignement para-médical
Enseignement Professionnel
métiers techniques
métiers d'art
beaux arts
Arts et Métiers
section de mécanique
section d'electrotechnique
section de génie civil
Ecole Technique
School year Année scolaire
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
Age 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21
Compulsory Education Scolarité obligatoire

Index	*Explanatory list of terms*
A. INDEX METHODIQUE	A. CLASSIFIED LIST
Education préscolaire (3)	pre-school education
Jardin d'enfants (3.1)	nursery school
Classes pour l'éducation préscolaire (3.1)	
Enseignement primaire (4.1)	primary education
Ecole primaire (4.1) I 6	primary school
Etablissements de l'enseignement primaire (4.1)	
Classes complémentaires (4.2) (G v) II 3	
Dernières années de la scolarité obligatoire (4.4)	last years of compulsory education
Enseignement primaire supérieur (4.4) (G v) II 2	upper primary school
Enseignemnt moyen (1.6)	
Enseignement secondaire (4.7)	
Enseignement secondaire général menant aux études supérieures (4.7)	secondary general education leading to higher education
Section latine (4.7) G (II III) 7	
Enseignement classique (4.7)	Latin department : classical education
Enseignement classique (avec latin et grec) (4.7) G III 3	Greek-Latin department : classical education (with Greek)
Cycle supérieur de la section latine avec l'accent sur l'étude des langues (4.9) G III 3	upper level of Latin department with emphasis on languages
Cycle supérieur de la section latine avec l'accent sur l'étude des mathématiques (4.8)	upper level of Latin department with emphasis on mathematics
Section C (4.7)	Section C
Cycle supérieur de la section avec l'accent sur l'étude des sciences naturelles	upper level of Latin department with emphasis on natural sciences
Section moderne (4.7) G (II III) 6	
Enseignement général secondaire sans latin (4.9)	modern department secondary general education without Latin
Cycle supérieur de la section moderne : avec l'accent sur l'étude des mathématiques (4.8)	upper level of modern department with emphasis on mathematics
Cycle supérieur de la section moderne avec l'accent sur l'étude des sciences économiques (4.9)	upper level of modern department with emphasis on economic studies

Index	*Explanatory list of terms*
Section langues vivantes (4.9) G III 4	modern language section
Cycle supérieur de l'enseignement secondaire pour jeunes filles (4.10)	upper level of secondary education for girls
Lycée de garçons (4.7) G (II III) 6 ou 7	
Etablissements d'enseignement secondaire général pour garçons (4.7)	secondary general school for boys
Lycée classique (4.7) G (II III) 6 ou 7	
Etablissements d'enseignement secondaire général pour garçons (4.7)	secondary general school for boys
Lycée de jeunes filles (4.7) G (II III) 7	
Etablissements d'enseignement secondaire général pour jeunes filles (4.7) G (II III) 7	secondary general school for girls
Etablissement privé d'enseignement secondaire long pour jeunes filles (4.7)	private secondary general school for girls
Enseignement technique et professionnel (5)	technical and vocational education
Ecole des Arts et Métiers (5.1) v III 3 ou 4	
Ecole technique pour les métiers de l'industrie et de l'artisanat (5.1)	secondary technical school for the training of craftsmen
Ecole technique (5.4) v (V) (III IV) 4	technical college for engineers below university level
Ecole d'ingénieurs-techniciens (5.1)	
Ecole professionnelle de l'Etat (5.2) v III 3 ou 4 (tp)	
Ecole professionnelle à temps plein ou partiel (5.2)	full and part-time vocational school
Centres d'enseignement professionnel (5.2) V III 3 ou 4 (tp)	
Ecole professionnelle à temps plein ou partiel (5.2)	full and part-time vocational school
Ecole hôtelière (5.65) III 3	
Ecole professionnelle pour la formation du personnel d'hôtel (5.65)	vocational training school for the training of hotel staff
Ecole de commerce (5.63) v III 3	
Ecole agricole (5.8) v II 3	

Index	*Explanatory list of terms*
Enseignement agricole pour garçons (5.8)	agricultural school for boys
Centre de formation ménagère rurale (5.8)	
v II 3	
Enseignement agricole pour jeunes filles (5.8)	agricultural school for girls
Cours pour maîtresses de jardins d'enfants (6.1)	nursery school teacher training
t IV 3	
Cours pour maîtresses de l'ensemble ménager familial (6.2)	training of teachers in home-economics
t III 4	
Institut pédagogique (6.3)	
T IV 2	
Formation des maîtres de l'ensemble primaire (6.3)	primary school teacher training

B. ALPHABETICAL LIST

Centre de formation ménagère rurale (5.8)
Centres d'enseignement professionnel (5.2)
Classes complémentaires (4.2)
Cours pour maîtresses de jardins d'enfants (6.1)
Cours pour maîtresses de l'enseignement ménager familial (6.2)
Ecole agricole (5.8)
Ecole de commerce (5.63)
Ecole des Arts et Métiers (5.4)
Ecole hôtelière (5.65)
Ecole primaire (4.1)
Ecole primaire supérieure (4.4)
Ecole professionnelle de l'Etat (5.2)
Ecole technique (5.4)
Institut pédagogique (6.3)
Jardin d'enfants (3.1)
Lycée classique (4.7)
Lycée de garçons (4.7)
Lycée de jeunes filles (4.7)
Section gréco-latine (4.8)
Section langues vivantes (4.8)
Section latine (4.8)
Section moderne (4.8)

MALTA

Description of school system

1 GENERAL PRINCIPLES OF EDUCATION

1.1 The aims of education in Malta have been accepted for many years as being based on Catholic principles. Guiding regulations were embodied in the Malta Constitution of 1964 (Chapter II, paragraphs 10, 11 and 12).

1.2 Education in Malta aims at the all round development of the individual—spiritual, moral, mental, physical, social and cultural—in order that he may be useful to himself and of service to others in the community in which he lives. It aims at the development of persons who will take their share of responsibility in a democratic society of both their country and of the world.

1.3 The process of education at all levels endeavours to fulfil the needs of the individual-in-society in order to attain the aims outlined above. It is believed that the democratic way of life best supplies the conditions in which this concept of education can function.

2 ADMINISTRATION

2.1 Authority for education is vested by Her Majesty's Prime Minister of Malta in the Minister of Education, Culture and Tourism. The administration of education is central, but heads and staffs of schools, parents and professional bodies participate.
An Advisory Council for education has an advisory function.

2.2 The Minister has a permanent secretary, a director, assistant directors and a senior administrative officer to execute policy and to administer education, helped by other officers who see to special aspects of education, e.g. adult education, education welfare, education guidance, youth service, evening classes for adults, special education (for the disabled) physical education, health education, music and art education etc.

2.3 A chief inspector and a body of inspectors implement, with the heads and staffs of schools, the general policy, and collaborate in the field on all aspects of school life.

2.4 All teachers in the state schools are civil servants and in the case of the primary schools are required to have passed professional training at the two Malta Training Colleges for Teachers, whose certificates are endorsed by the University of London Institute of Education.

2.5 The expenditure for the establishment and maintenance of all state schools is wholly covered by the state which also subsidises private secondary schools and some primaries.

2.6 All schools come under the supervision of the state. Private schools which receive subsidy from the state are open to inspections.

2.7 Education in government and private schools and educational institutions caters for all grades and abilities from kindergarten to higher education, including research for higher degree work. Many voluntary organisations with a religious, social or cultural programme exist. This comprehensive system is rational in the sense that it covers the entire community of Malta (including residents from Great Britain) and is open to all without distinction or discrimination of sex, colour, or creed at all levels. Countries holding diplomatic relations with Malta give help in various ways. Great Britain has helped and is still helping considerably by grants of funds, scholarships, and staffing.

3 PRE-PRIMARY EDUCATION

3.1 Education before the age of 6

Formal education before the age of 6 is given in private schools (mostly run by nuns). Education in these schools is concerned with the healthy development of the child, mentally, emotionally and socially rather than with education in specific knowledge and skills.

4 PRIMARY AND SECONDARY EDUCATION (general, technical and vocational) (Stage I to III)

4.1 Primary education

Primary education is provided in all-age schools from the age of 6 to 14 years (compulsory Education Act, 1946). Primary schools consist of infant schools for children aged 6 to 7 years and primary schools proper for children aged 8 to 14 years. Infant schools are accommodated in the girls' primary schools.

4.11 In the primary school the child is educated in the basic learning (calculation, reading, writing, social subjects, creative abilities, physical education, music and religion). English and Maltese receive their due importance. One foreign language, (Italian or French) is taken at elementary level in the upper classes only. Children take a selective examination at the ages of 10 plus to 13, for admission to secondary schools. At the age of 14 they sit an examination for admission to technical and vocational schools.

4.12 Special education is provided for the physically and mentally handicapped in special schools staffed by teachers specially trained for the purpose.

4.2 Education at the secondary level

Secondary education in all these schools is free. Textbooks and milk are supplied free. (Private secondary schools provide in general the same education as the state schools.)

4.21 The *Lyceum*—Government Grammar Schools for Boys

The *Lyceum* provides a 5-year course in education for boys from the age of about 11 to 16 years. The pupils follow a diversified curriculum of basic and special subjects suited to their age and ability. English, Maltese, mathematics, physical education, modern languages, religion, Latin, the sciences, civics, history, geography and art are taught. General activities of a cultural nature including sports and games are taken usually as extra-curricular activities. The school prepares pupils for the General Certificate of Education of the University of Oxford. Two further years in the sixth form are also taken by an increasing number of pupils for the General Certificate of Education at Advanced Level. These studies may serve for entry to higher studies at the Royal University of Malta, the Malta College of Arts, Science and Technology and other institutions of higher learning, locally and abroad.

4.22 Secondary Grammar Schools for Girls

These are grammar schools of the *Lyceum* type but are meant for girls. They provide the same education as the *Lyceum* together with subjects such as housecraft and needlework which are of particular interest to girls. The General Certificate of Education at Ordinary Level is taken at the end of the 5-year course and the Advanced Level at the end of two additional years in the sixth form.

4.23 Secondary Technical Schools

Secondary Technical Schools for Boys and the Secondary Technical School for girls provide a 5-year course of education leading to the General Certificate of Education of the University of Oxford at "O" level and an additional two years in the sixth form for the "A" level. Besides English, Maltese, mathematics, the sciences, religion, history, geography and civics, a diversified curriculum includes groupings of technical subjects which give these schools a definite bias towards industry, commerce and the fine arts. General and extra-curricular activities are pursued.

4.3 Technical and vocational training (secondary level)

At 14 years of age pupils are admitted to the Technical Institute. The Technical Institute at Paola provides general education as well as practical and theoretical training at operative craft and technician level for industry and the labour market. Courses are of 3 and 5 years' duration leading to the City and Guilds of London Institute Examination, the Postmaster General of London Certificate, and the certificates of local examining bodies in industrial careers. The Institute caters also for apprentices indentured under private and government schemes. Another technical institute to cater for the needs of more trainees at operative craft and technician level is nearing completion. The courses provided at the Institute may be taken full-time or part-time.

There are five sections at the Technical Institute : City and Guilds courses in : (*a*) mechanical engineering ; (*b*) electrical engineering ; (*c*) telecommunications, radio and TV engineering ; (*d*) tailoring ; (*e*) marine courses.

4.31 Technical school, Inriehel

The Technical school at Inriehel is a branch of the Institute. It provides 5-year courses either full or part-time for the City and Guilds automobile courses and in woodwork and cabinet making. Part-time training is given to apprentices indentured under private industry schemes.

5 TECHNICAL AND VOCATIONAL EDUCATION (Stage IV)

5.1 The Apprentices' School, Marsa, is another branch of the Institute providing additional part-time courses for apprentices. These 5-year courses include general education subjects but the main instruction is given in the theory, technology and drawing of subjects such as mechanical engineering, plumbing, printing, agriculture, welding and jewellery manufacture.

5.11 The Government Industrial Training Centre, is another section of the Institute. It is housed at Marsa and is mainly concerned with the provision of trade courses of 10 months or 2 years. The courses are designed to provide theoretical instruction and practical knowledge of the basic principles of the trade and practical application of the tools, materials and machinery of the trade. Some instruction in general educational subjects is included in the courses.
Some of the 10-month courses give training in : (*a*) welding and smithery ; (*b*) sheet metal and panel beating ; (*c*) woodwork ; (*d*) motor mechanics ; (*e*) painting and decorating ; (*f*) electrical installation. Two-year courses take in trainees for (*a*) bench fittings ; (*b*) engine fitting ; (*c*) carpentry and joinery (*d*) cabinet making ; (*e*) woodcarving ; (*f*) motor vehicle fitting.

5.12 Agricultural school, Ghemmieri

A school under the Institute, providing 1-year courses in agriculture at Ghemmieri and in Gozo. The school gives courses in crop husbandry, horticulture, poultry farming, dairy farming and pig farming.

5.13 Catering school, Msida

Another school under the Institute is engaged in giving 6-month courses for male waiters.

5.14 Housecraft school, Floriana, provides 1-year courses for women hotel staff and a home economics course.

5.2 Admission into the 2-year courses of the Technical Institute is by written examination which should be taken by candidates between the ages of 16 and 19 years. The 10-month courses are meant for candidates between 19 and 35 years of age.
In the sister island of Gozo, the same types of schools at all levels are to be found as in Malta (primary, secondary grammar, secondary technical (for boys only) and in some courses of the technical school).

6 TEACHER TRAINING

6.1 Training Colleges for Teachers

Two Teachers' Training Colleges, one for men and the other for women, supply teacher needs for primary schools. The two year course and final examinations, including teaching practice, are endorsed by the University of London Institute of Education.

Entry requirements for the training colleges are : General Certificate of Education in five subjects, including English language, Local Certificate in Religion and one subject at "A" level or its equivalent. The minimum age of entry is 17 years. A system of preference is given to applicants with higher qualifications.

7 OTHER FORMS OF FORMAL EDUCATION

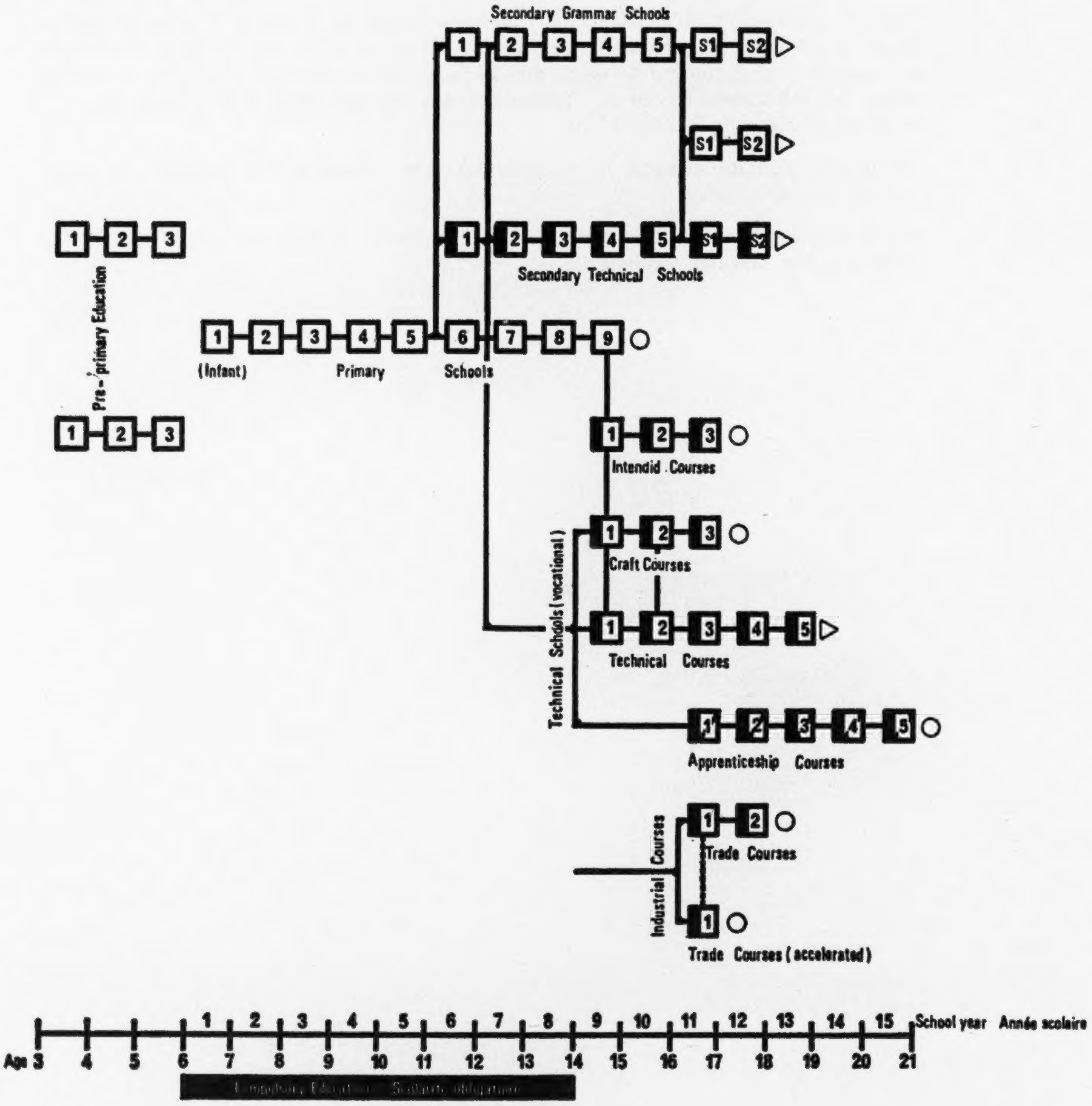
Evening courses of all kinds of 10 months', 1 year, 2, 3, 4 and 5 years' duration, according to the course, are in operation. They provide instruction in technical, vocational and academic subjects and in leisure-time pursuits. A class is formed when 10 applicants sit for it. These courses are voluntary and may or may not lead to appropriate examinations.

7.1 There are special classes in needlework and tailoring for women in after-school hours.

7.2 Adult evening classes for literacy. These classes are open in some villages but illiteracy has almost vanished.

(1968)

Malta


Secondary Grammar Schools
1 2 3 4 5 S1 S2
S1 S2
1 2 3 4 5 S1 S2
Secondary Technical Schools
Pre-primary Education
1 2 3
1 2 3
1 2 3 4 5 6 7 8 9
(Infant)
Primary
Schools
Intendid Courses
Craft Courses
Technical Courses
Technical Schools (vocational)
Apprenticeship Courses
Industrial Courses
Trade Courses
Trade Courses (accelerated)
School year
Année scolaire
Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
Compulsory Education - Scolarité obligatoire

Explanatory list of terms	*Index*
A. CLASSIFIED LIST	A. INDEX METHODIQUE
Nursery school (3.1) I	Ecoles maternelles
General education	Enseignement général
Infant school (4.1) *1st and 2nd*	Ecoles élémentaires, du premier cycle
Primary school (4.11) I, II 6	Ecole primaire
Lower Division	Cycle inférieur
Upper Division	Cycle supérieur
Special schools for handicapped (4.12)	Ecole spéciale pour handicapés
The Lyceum, Grammar school for boys (4.21) G III 5 to 7	Ecoles d'enseignement général long
Grammar schools for girls (4.22) G III 5 to 7	Ecoles d'enseignement général long
Secondary Technical School (4.23) G V II 5 to 7	Ecoles d'enseignement technique du second degré
Technical Institute (4.3) g v (v) III 2, 3 to 5	Institut technique
Inriehel Technical School (4.31) gv III 4 pt *(and full time) giving full-time and part-time courses in automobile engineering*	Ecole technique Inriehel
Government Apprentices School Marsa (5.1) gv 5 V pt	Ecole pour apprentis, Marsa
Government Industrial Training Centre, Marsa (5.11) vg IV 1 to 2 pt	Etablissement d'enseignement industriel
Agricultural School, Ghemmieri (5.12) V IV	Ecole agricole
Msida Catering School (5.13) V IV	
Housecraft School (5.14)	Ecole ménagère de degré inférieur
Home Economics Course (5.14) V III I	
Teachers' Training Colleges (6.1) T IV 2	Académie pédagogique pour la formation des maîtres

B. ALPHABETICAL LIST

Agricultural School, Ghemmieri (5.12)
Apprentices School, Marsa (5.1)
Catering School, Msida (5.13)
Government Industrial Training Centre (5.11)
Grammar Schools for Girls (4.22)
Housecraft School (5.14)
Infants Schools (4.1)
Lyceum, Grammar Schools for Boys (4.21)
Nursery Schools (3.1)
Primary Schools (4.11)
Secondary Technical Schools (4.31)
Special Schools (4.12)
Technical Institute (4.3)
Teachers' Training Colleges (6.1)
Technical Inriehel (4.31)

NETHERLANDS

Description of school system

1 GENERAL PRINCIPLES OF EDUCATION

The duty of the Government as far as education is concerned is laid down in the Constitution and is described as a subject which needs constant care. The Constitution also provides that private schools shall be maintained in the same way as publicly maintained schools and that the same standard shall apply. Both the Constitution and the Education Acts lay stress on guaranteeing what is known as the freedom of education. This freedom refers both to teaching and to learning.

2 ADMINISTRATION

2.1 Legislation

The school system in the Netherlands is based on the following Education Acts :

The *Wet op het kleuteronderwijs* 1955 (Pre-primary Education Act)

The *Wet op het lager onderwijs* 1920 (Primary Education Act)

The *Besluit buitengewoon onderwijs* 1967 (Special Education Decree)

The *Wet op het voortgezet onderwijs* 1963 (Secondary Education Act)

The *Wet op het wetenschappelijk onderwijs* 1961 (University Education Act)

The *Wet op het leerlingwezen* 1966 (Apprenticeship Training Act)

The *Leerplichtwet* 1969 (Compulsory Education Act).

The introduction of the *Wet op het voortgezet onderwijs* (Secondary Education Act), especially, has brought about considerable changes in the educational system. The Act governs the greater part of the educational system between primary schools and the universities.
The Act came into force on 1 August 1968 and two educational systems will exist side by side in the Netherlands for a number of years, until children attending schools under the old system have completed their schooling.

Since *School Systems a Guide* first appeared in 1965, the following important new Acts and Decrees have come into being :

— The *Wet op het leerlingwezen* 1966 (Apprenticeship Training Act) governing a scheme whereby pupils receive practical training for a particular occupation, and at the same time a complementary general education and instruction in that occupation on the basis of an apprenticeship contract. Practical training is given by the employer ; complementary general education and technical and vocational instruction is given in schools set up for the purpose or in separate departments of schools for technical and vocational training, lower level.

— The *Besluit buitengewoon onderwijs* 1967 (Special Education Decree) governing education for children who are unable to attend other schools because of sensory, physical or mental handicap, behavioural difficulties or unfavourable social conditions.
This type of education has three levels : pre-elementary (for the very young), elementary and continued.

— The *Leerplichtwet* 1969 (Compulsory Education Act) which replaces the Act of 1900, governing the parents' or guandians' obligation to see to it that every child is registered at a school and attends regularly.

2.2 Educational administration

The Minister of Education and Sciences is responsible for legislation on education and for the enforcement of it. Agricultural training, however, is the responsibility of the Minister of Agriculture and Fisheries. It is among other things the duty of the Educational Council, set up by Act of Parliament, to advise the Minister on parliamentary bills, problems connected with curricula, reorganisation and renovation of education and the enforcement of the various Acts.
The Minister of Education and Sciences is assisted by at least one Secretary of State who, like himself, is politically responsible to parliament, and by a Secretary General, who is responsible for the day-to-day running of the Ministry. The Minister is also assisted by two directors general, one inspector general, advisers, departmental and divisional heads.
The Minister of Agriculture and Fisheries is, as far as agricultural training is concerned, assisted by the directorate and the inspectorate of agricultural training.

2.3 Public and private education

By the term "public education" is meant education established and maintained by the central government or local authorities. All educational establishments founded by private or voluntary bodies, whether denominational or not, are referred to as "private education".
The principle underlying the educational system is that parents must be given the opportunity of providing their children with the education that conforms to their way of life, their philosophy or the educational method they prefer.
It is therefore a general rule that private schools are maintained in exactly the same way as publicly maintained schools. The government therefore bears 100 % of the cost of private schools, the only exception being the independent universities which receive grants totalling 98.5 %.

2.4 Curricula

Curricula for publicly maintained schools are laid down by the government or local authorities.
A certain measure of freedom is accorded to private schools in the choice of their curricula. They must, however, fulfil certain conditions if the schools wish to be considered for maintenance from public funds.

2.5 Compulsory education

Compulsory education begins on 1 August of the year in which a child reaches the age of six years and eight months and ends at the end of the school year

when a child has attended at least eight years at one or more schools, or at the end of the school year in which a child attains the age of fifteen.
The new *Leerplichtwet* 1969 (Compulsory Education Act) extends compulsory education to nine years. This provision of the Act has, however, not yet been put into operation, but the aim is to do so as soon as possible. Compulsory education is free. Scholarships and interest-free loans help to give every child the opportunity to receive education of a type suited to his abilities after completing his compulsory education.

2.6 Reorganisation of secondary education

The *Wet op het voortgezet onderwijs* 1963 (Secondary Education Act) regulates virtually all education between *basisonderwijs* (primary education) and the universities.
Instead of separate statutory regulations for each type of secondary education, one single Act was introduced covering secondary education as a whole.
In order to obtain one homogeneous whole of educational provision, the Act attempts to obtain a coherent set of the various branches of secondary education. The principal features of the Secondary Education Act are given below.

(*a*) The Act puts the interests of the pupil first : every child must, wherever possible, be able to find a type of school suited to its ability and interests.

(*b*) The Act gives greater opportunities for differentiation and for switching from one type of school to another, and has introduced a system of compulsory and optional subjects in schools for pre-university education and secondary general education.

(*c*) By introducing a transitional year, known as "*brugklas*" (bridge-year), as the first year of all schools following after *basisonderwijs* (primary education), the Act makes the transfer to secondary education easier and also makes it possible to ascertain whether a child is capable of benefiting from the education offered at a particular school. As far as possible, the same subjects and number of hours are given at all schools during this transitional year so as to make it possible for children to change after one year to a different type of school without needing to repeat the year.

(*d*) The Act makes provision for the establishment of comprehensive schools. Under this arrangement a school governed by the Act may be combined with one or more others which may or may not be governed by this Act, into one establishment. Comprehensive schools may have a vertical structure, consisting of schools which follow after one another as far as their educational level is concerned. Or they may have a horizontal structure, comprising schools of different types all at the same level. A combination of the two structures is also possible.

(*e*) The Act has brought a further enlargement of the general education within technical and vocational training and a further broadening of the training directed at the practice of an occupation. Skill in a particular occupation should be acquired in practice after the completion of this more general training.

(*f*) An important feature of the Act is the opportunity it provides for transfer from one school to another. Both in secondary general education and in secondary technical and vocational training there is in principle the opportunity to move from the lower to the intermediate level and then to the higher. Deadends have been prevented as far as possible. However, the final decision whether to accept a child rests with the school concerned, with due regard to the statutory regulations.

(*g*) The Minister of Education and Sciences has a duty under the Act to plan every year the secondary schools that should be established during the next three years. This provision aims at ascertaining a spreading of the various types of schools, which is as balanced as possible.

2.7 The Dutch educational system is built up as follows :

(a) *Kleuteronderwijs* (pre-primary education) ;

(b) *Basisonderwijs* (primary education) ;

(c) *Buitengewoon onderwijs* (special education) ;

(d) *Voortgezet onderwijs* (secondary education).

3 PRE-PRIMARY EDUCATION (*Kleuteronderwijs*)

Pre-primary schools provide young children with a general education in schools. They precede primary schools and are run according to a play-and-work programme. The minimum age for admission is four years and the children must leave by the time they are seven.
The *Kleuteronderwijswet* 1955 (Pre-primary Education Act) governs these schools.

4 PRIMARY AND SECONDARY EDUCATION (general, technical and vocational) (Stages I to III)

4.1 Primary education (*Basisonderwijs*)

Primary schools have six consecutive school years and the pupils are aged approximately 6 to 12 years. There must be at least 1,040 teaching hours per year. The *Lageronderwijswet* 1920 (Primary Education Act) governs these schools.

4.2 Special education (*Buitengewoon onderwijs*)

Schools for special education are provided for children who are unable to attend other schools because of sensory, physical or mental handicap or behavioural difficulties, or because of social conditions.
The schools include those for the mentally handicapped, deaf-mutes, the hard of hearing, blind and partially-sighted children, the physically handicapped, children suffering from tuberculosis, delicate children, epileptics, the seriously maladjusted, children in care, children in special educational (pedological) institutes, children with learning and behavioural difficulties, bargees' children and itinerant children. Mobile schools for the children of fairground operators also come under this education.
The *Besluit buitengewoon onderwijs* 1967 (Special Education Decree) governs all these schools.

4.3 Secondary education (*Voortgezet onderwijs*)

The *Wet op het voorgezet onderwijs* 1963 (Secondary Education Act) governs all secondary education except correspondence courses and the apprenticeship training.

There are four different types :

(*a*) *Voorbereidend wetenschappelijk onderwijs* (VWO) (pre-university education) ;

(*b*) *Algemeen voortgezet onderwijs* (AVO) (secondary general education) ;

(*c*) *Beroepsonderwijs* (BO) (technical and vocational training) ;

(*d*) *Ander voortgezet onderwijs* (other secondary education).

The first year of all secondary schools, which follows directly after the primary schools, is regarded as an orientation and guidance year (bridge-year). The purpose is to postpone the final choice of school for a further year and to ensure a choice which is best suited to the pupil. The syllabus for this transitional year is virtually the same for all types of school.

4.4 *Voorbereidend wetenschappelijk onderwijs* (VWO) (pre-university education). There are three types of school, known as "*Gymnasium*", "*Atheneum*" and "*Lyceum*", each offering a 6-year course. They follow directly after the primary school. The school-leaving certificate gives admission to the universities.

4.5 The *Gymnasia* teach Latin and Greek throughout the school. From the fourth or fifth year onwards the schools are divided into a department A which concentrates on the classics and a department B concentrating on mathematics and science.

4.6 The Athenea do not include Latin and Greek in their curricula ; they can therefore put greater emphasis on modern languages, history, geography, law and economics. The schools are again divided from the fourth or fifth year onwards into a department A which concentrates on economics and social science and a department B concentrating on mathematics and science.

4.7 The *Lycea* are a combination of *Gymnasium* and *Atheneum* which have at least the first year in common.

4.8 *Algemeen voortgezet onderwijs* (AVO) (secondary general education)

These are schools at lower, intermediate and higher level, all following directly after the primary school.

4.9 *Lager algemeen voortgezet onderwijs* (LAVO) (secondary general education, lower level)

These schools offer a 2-year course. Sometimes they are combined with schools for secondary technical and vocational training, lower level (4.14). and the course is given in the first or the first and second year.

A LAVO certificate can give admission to MAVO schools (4.10) and to schools for secondary technical and vocational training, lower level.

4.10 *Middelbaar algemeen voortgezet onderwijs* (MAVO) (secondary general education, intermediate level)

These schools offer a 4-year course and may contain a department offering a 3-year course. A 4-year MAVO certificate can give admission to the fourth year of HAVO schools (4.11) and to schools for technical and vocational training, intermediate level, and via a preparatory class to certain types of technical and vocational training, higher level.

4.11 *Hoger algemeen voortgezet onderwijs* (HAVO) (secondary general education, higher level)

These schools offer a 5-year course. A HAVO course may also be offered in special departments of *Athenea, Lycea* and MAVO schools.
These departments offer a 2-year course (fourth and fifth years of the HAVO course) and begin after three years of pre-university education or four years of MAVO. Similar 2-year departments are also attached to schools for primary school teacher training. The HAVO certificate gives admission to schools for technical and vocational training, higher level.

4.12 *Beroepsonderwijs* (BO) (secondary technical and vocational training)

There are the following types of training :

— *Technisch onderwijs* (technical training) ;

— *Huishoud- en nijverheidsonderwijs* (domestic science training) ;

— *Landbouwonderwijs* (agricultural training) ;

— *Middenstandsonderwijs* (training for retail trade) ;

— *Economisch en administratief onderwijs* (business-economics and office training) ;

— *Opleiding van onderwijzend personeel* (teacher-training) ;

— *Sociaal-pedagogisch onderwijs* (socio-pedagogic training) ;

— *Kunstonderwijs* (art training) .

4.13 *Technisch onderwijs/Nautisch onderwijs* (TO/NO) (technical training/nautical training)

Technical training (TO), which gives a preparation for occupations of a technical nature, is divided into lower, intermediate and higher level. Nautical training (NO) prepares men for work in the inland shipping services, the Rhine service, service at sea and in the fishing industry. Here, too, there is a lower, intermediate and higher level.

4.14 *Lager technisch onderwijs* (LTO) (technical training, lower level)

These schools offer 3 and 4-year courses and follow directly after the primary school. Technical training proper is given from the second year onwards. There is both a practical and a theoretical direction. Those who obtain the final certificate can obtain further training by an employer under the Apprenticeship Training Act. The final certificate theoretical direction gives admission to *middelbaar technisch onderwijs* (technical training, intermediate level).
Lager nautisch onderwijs (LNO) (nautical training, lower level)

These schools prepare for Rhine and inland waterways personnel and the following courses are available :

— boatman—3-year full-time course plus two years' training under the Apprenticeship Training Act ;

— engineman—18-month course ;

— skipper—4-month course ;

— engineer—18-month course ;

— radar operator—1-year course.

The schools also offer the following courses at lower level for merchant navy and sea-fishery personnel :

— first mate (merchant navy)—4-year course ;

— navigator/master (small sea-fishing vessels)—4-year course.
The condition of entry to these schools is six years' primary education.

4.15 Technical training, lower level, also includes *individueel technisch onderwijs* (ITO) (individual technical training, lower level), designed for pupils for whom, because of learning difficulties or social conditions, a more individual training is required. Admission to ITO may be granted to children who have completed the fifth year of a primary school provided they have actually attended the school for six years. Those who obtain an ITO certificate can receive further training in industry under the Apprenticeship Training Act.

4.16 *Middelbaar technisch onderwijs* (MTO) (technical training, intermediate level)

These schools offer a 4-year course. The third year is spent in industry under supervision of the school. These schools are meant to provide training for junior staff in industry. Admission can be granted with an LTO (theory) or MAVO certificate.

4.17 *Middelbaar nautisch onderwijs* (MNO) (nautical training, intermediate level)
This training includes courses for navigating officer/master and sea-going engineer on board ships plying in the home trade, sea-going tugs and larger sea-going fishing vessels. The duration of the courses is two to four years. Admission requirements are an LTO or a MAVO certificate.

4.18 *Huishoud- en nijverheidsonderwijs* (HNO) (domestic science training)
These schools give a general and practical training in home economics and agricultural home economics and other feminine occupations. These schools, too, are at lower, intermediate and higher level.

4.19 *Lager huishoud- en nijverheidsonderwijs* (LHNO) (domestic science training, lower level)
These schools offer a 3-year course, following directly after the primary school. Vocational training proper is given from the second year onwards. The training is divided into a practical and a theoretical direction. Those who obtain the final certificate can obtain further training under the Apprenticeship Training Act. The certificate can also give admission to domestic science training, intermediate level.

4.20 LHNO also provides *individueel huishoud- en nijverheidsonderwijs* (IHNO) (individual domestic science training, lower level) designed for children for whom, because of learning difficulties or social conditions, a more individual training is required.
Admission to LHNO can be granted to those who have completed the fifth year of a primary school provided they have actually attended the school for six years. Those who obtain certificates can continue their training under the Apprenticeship Training Act.

4.21 *Middelbaar huishoud- en nijverheidsonderwijs* (MHNO) (domestic science training, intermediate level)

These schools offer seven different training courses. Generally speaking, admission is granted to those having a LHNO or MAVO certificate. The courses offered are as follows :

— *Oriëntering verzorgende beroepen* (orientation course for the "auxiliaries"), one year ;

— *Inrichtingsassistente* (institutional staff training course), two years, of which one is practical ;

— *Kinderverzorgster* (children's nurse), two years ;

— *Kostuumnaaien* (tailoring and dressmaking), two years, followed by

— *Couture* (fashion tailoring), one year ;

— *Vormingsklas* (general training course) one year ;

— *Vooropleiding voor hoger beroepsonderwijs,* (preparatory course for technical and vocational training, higher level), three years.

The *vormingsklas* (general training course) is intended for students who have had a secondary general education (VWO, HAVO or MAVO). The emphasis is on practical subjects and complementary theory.

4.22 *Landbouwonderwijs* (LBO) (agricultural training)

Schools for agricultural training give a preparation for agricultural occupations (various forms of soil cultivation, agricultural trades and agricultural technology). As usual there are schools at lower, intermediate and higher level.

4.23 *Lager landbouwonderwijs* (LLBO) (agricultural training, lower level)

This covers agricultural, horticultural, forestry training and agricultural technology. Horticultural training can also be given in schools or departments with a simplified syllabus (*Met eenvoudig leerplan,* MEL) designed for the less gifted.

The usual length of the course is four years except for the technological schools and the MEL schools or departments which have a 3-year course. Vocational training proper is, generally speaking, given from the third year onward of a 4-year course.

Admission to the first year is direct from primary school. Admission to MEL schools or departments can be granted to those who have completed the fifth year of a primary school, with a minimum age requirement of twelve years and ten months. The agricultural or horticultural school certificate gives admission to schools for agricultural training, intermediate level.

4.24 *Middelbaar landbouwonderwijs* (MLBO) (agricultural training, intermediate level)

This offers 2 and 3-year horticultural courses and 2 and 1½-year agricultural courses.

Admission can be granted with a certificate of a school for agricultural or horticultural training, lower level, or via a preparatory year or with a 4-year MAVO certificate.

The MLBO certificate can give admission to schools for agricultural training, higher level.

4.25 *Middenstandsonderwijs* (MO) (training for retail trade)

These schools give a preparatory training for the independent pursuit of a trade, business or service. These schools, too, are at lower, intermediate and higher level.

4.26 *Lager middenstandsonderwijs* (LMO) (training for retail trade, lower level)

This offers a 4-year course. Admission can be granted after the completion of six years of primary school.
Vocational training proper is given from the second year onwards. The certificate can give admission to training for retail trade, intermediate level.

4.27 *Middelbaar middenstandsonderwijs* (MMO) (training for retail trade, intermediate level)

This offers a 3-year course. Admission can be granted to holders of an LMO or a MAVO certificate. The certificate can give admission to the preparatory class of training for retail trade, higher level.

4.28 *Economisch en administratief onderwijs* (EAO) (business-economics and office training)

These schools give preparatory training for occupations of a business-economics and office nature. There are schools at lower, intermediate and higher level.

4.29 *Lager economisch en administratief onderwijs* (LEAO) (business-economics and office training, lower level)

This training is given in a 3-year course. Admission can be granted direct from primary school after completing the six years.
Vocational training proper is given from the second year onwards. The certificate can give admission to schools for business-economics and office training, intermediate level.

4.30 *Middelbaar economisch en administratief onderwijs* (MEAO) (business-economics and office training, intermediate level)

These schools offer a 3-year course. Admission can be granted to holders of a LEAO, LMO or MAVO certificate. The MEAO certificate can give admission to business-economics and office training, higher level.

5 TECHNICAL AND VOCATIONAL TRAINING (Stage IV)

5.1 *Hoger technisch onderwijs* (HTO) (technical training, higher level)

The schools offer a 4-year course. The third year is spent in industry under supervision of the school. A preparatory training is offered for intermediate staff in industry. Admission can be granted with a HAVO certificate. An MTO or MAVO certificate can give admission to the preparatory year.
The HTO certificate gives, in certain cases, entrance to technical universities.

5.2 *Hoger nautisch onderwijs* (HNO) (nautical training, higher level)

Training courses are offered of 4½ years' duration for navigating officer/master and sea-going engineer/chief engineer.

There are also courses of two years' duration for wireless officer on board large foreign-going vessels. The admission requirement to these schools is a HAVO or a 4-year MAVO certificate.

5.3 *Hoger huishoud-en nijverheidsonderwijs* (HHNO) (domestic science training, higher level)

This provides training for dieticians. Admission can be granted to those having the certificate of the preparatory course mentioned above or a HAVO certificate. The course takes four years.

5.4 *Hoger landbouwonderwijs* (HLBO) (agricultural training, higher level)

This covers 3-year agricultural schools and 4-year horticultural, agricultural technological, forestry and land cultivation schools. Generally speaking, admission can be granted with a certificate of a school for agricultural or horticultural training, intermediate level, or a HAVO certificate.
The HLBO certificate gives admission to the Agricultural University of Wageningen and to the veterinary faculty of the University of Utrecht.

5.5 *Hoger middenstandsonderwijs* (HMO) (training for retail trade, higher level)

These schools offers courses with a maximum duration of four years. Admission to the preparatory class can be granted to holders of a MMO certificate or a 4-year MAVO certificate. Admission to the first year proper can be granted to holders of a HAVO certificate.

5.6 *Hoger economisch en administratief onderwijs* (HEAO) (business-economics and office training, higher level)

This training is given in a 3-year course. Admission can be granted to holders of a MEAO or HAVO certificate.

From the second year onwards the schools divide into three departments :

— business-economics,

— commerce,

— administration.
The latter includes preparation for the higher ranks of the Civil Service.

5.7 *Sociaal-pedagogisch onderwijs* (SPO) (socio-pedagogic training)

SPO includes training schools for work in further education for young people, adult education, cultural work, social work, community development, personnel work, child protection, public health, sport, librarianship and journalism and for other professions in the socio-pedagogic field. There are schools at both intermediate and higher level. Admission to SPO, intermediate level, can be granted with a MAVO certificate and to SPO, higher level, with a HAVO certificate. In certain cases a certificate SPO, higher level, may give entrance to some university departments.

5.8 *Kunstonderwijs* (KO) (art training)

Art schools give preparation for occupations in all branches of the arts. They include schools of music, dancing, drama, variety, art, arts and crafts and film. The previous education required depends on the level and the nature of the school to which entrance is desired.

6 TEACHER TRAINING

Opleiding van onderwijzend personeel (teacher training)

There are schools for teacher training for pre-primary school teachers, for primary school teachers and for secondary school teachers.

6.1 *Opleiding tot kleuterleidster* (pre-primary school teacher training)

These schools offer a 4-year course, consisting of Part I (pre-primary school teacher training) taking three years and Part II (head teacher training) taking one year. Admission can be granted to Part I with a 4-year MAVO certificate or to those who have completed the first three years of a VWO or a HAVO school. Admission to Part II is granted only to those who have obtained the pre-primary school teacher's certificate. The pre-primary school teacher's certificate can also give admission to primary school teacher training.

6.2 *Opleiding tot onderwijzer* (primary school teacher training)

The training offers a 3-year course, a first course of two years which trains students for the primary school teacher's certificate and a 1-year course which leads to a certificate of a fully qualified teacher (head teacher). Admission can be granted to those having a HAVO certificate or a pre-primary school teacher's certificate. Admission to the second course is only granted to those who have completed the first course. In certain cases holders of the certificate of a fully qualified teacher may be granted admission to some university departments.

6.3 *Opleiding tot leraar voortgezet onderwijs* (secondary school teacher training)

These teachers have until now been trained at schools preparing students for state examinations. University graduates or graduates of schools for technical and vocational training, higher level, can also, under certain conditions, qualify as teachers. In the near future training courses are to be instituted qualifying teachers at three levels. The first grade will probably be at university level and the second and third at the level of technical and vocational training, higher level. The admission requirements for the last two will probably be the HAVO certificate or a certificate of a school for technical and vocational training, intermediate level.

7 OTHER FORMS OF FORMAL EDUCATION

Apart from the types of schools governed by the *Wet op het voortgezet onderwijs* (Secondary Education Act) there are three other forms of secondary education, the first of which is covered by another Act and the second has not yet been regulated by law. These are the *Opleiding volgens het leerlingwezen* (apprenticeship training), the correspondence courses.

7.1 *Opleiding volgens het leerlingwezen* (LW) (apprenticeship training)

Under the apprenticeship system a contract is drawn up whereby apprentices receive training by the employer in the practice of a particular occupation and at the same time receive complementary general education and technical and vocational training in schools. An apprenticeship training usually follows after a school for technical and vocational training, lower level, but there are also openings for those who have not attended such a school.

There are two types of apprenticeship training : primary and continued. A primary apprenticeship training lasts for at least two years, although in special cases it is possible to do it in one year. A continued apprenticeship training takes at least one year. The complementary general education and technical and vocational training is given at schools set up for the purpose or in special departments of schools for technical and vocational training, lower level.

It is usually given one day a week. There are also evening classes or part-day plus part-evening classes. An examination is held at the end of the course and certificates are awarded to successful candidates. A certificate of proficiency in practical work can be awarded if the examination has only been taken in the practical part of the course. This form of training is governed by the *Wet op het leerlingwezen* 1966 (Apprenticeship Training Act).

7.2 *Schriftelijk onderwijs* (SO) (correspondence courses)

These offer opportunities for study at all levels to those who for various reasons cannot or do not wish to attend classes.

A statutory law for the supervision of the correspondence courses is in preparation.

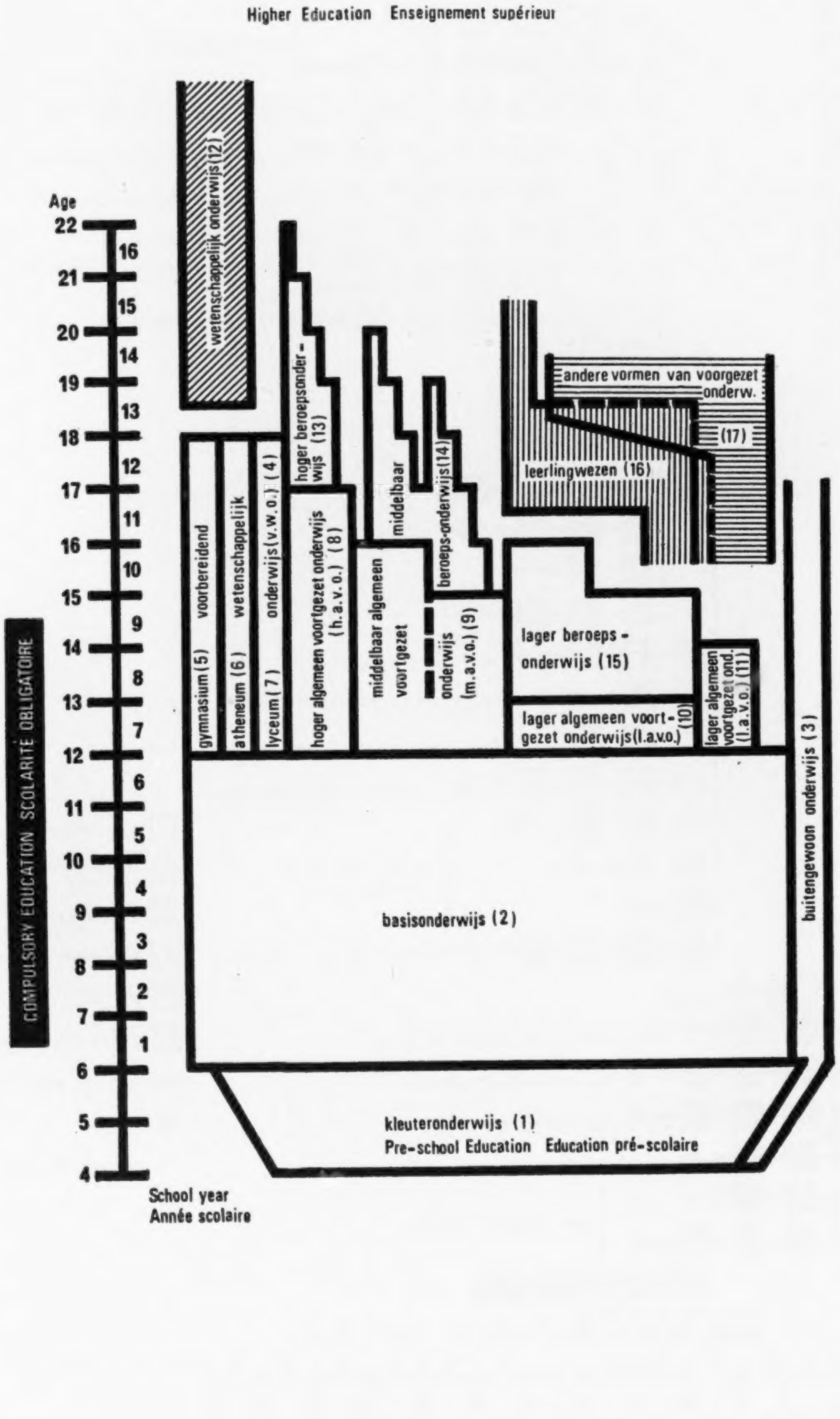
7.3 *Vormingswerk leerplichtvrije jeugd* (VLJ) (educational work for early school-leavers)

The purpose of this education is character training for young people who have already started work and have ceased to receive any formal education. An attempt is made to assist these young people in taking the step from school to work. This form of training takes place during working hours and also in the evenings and is given to boys and girls separately. The young people are also divided according to age, in groups of 15 to 18 year-olds and 19 to 21 year-olds. This training is given according to Roman Catholic, Protestant and non-denominational lines in the same way as school education and training.

(1969)

Netherlands
Pays Bas

Diagram 1


Higher Education Enseignement supérieur
Age
22
21
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19
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17
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8
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6
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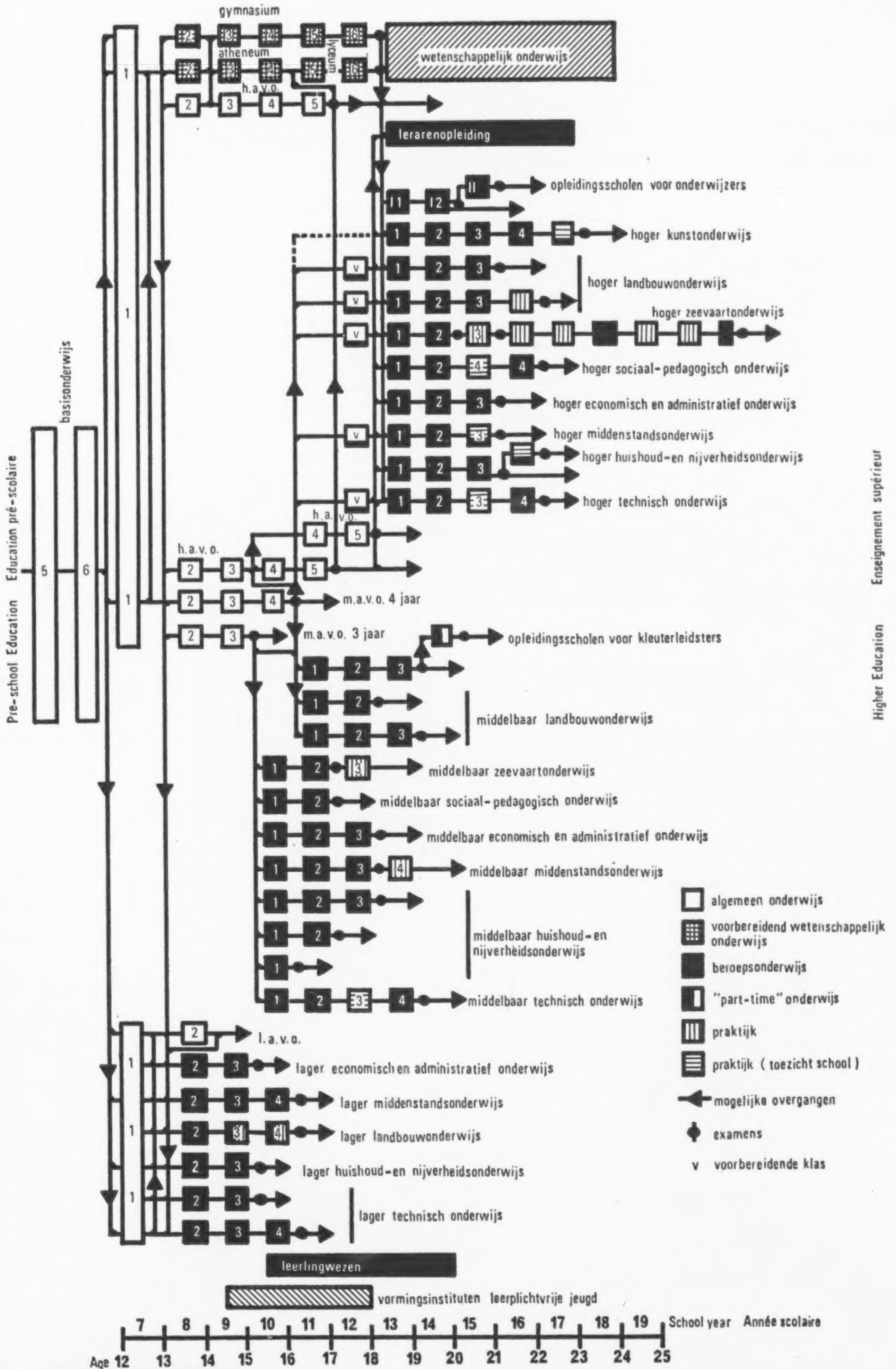
3
2
1
School year
Année scolaire
COMPULSORY EDUCATION SCOLARITÉ OBLIGATOIRE
wetenschappelijk onderwijs (12)
gymnasium (5) voorbereidend
atheneum (6) wetenschappelijk
lyceum (7) onderwijs (v.w.o.) (4)
hoger beroepsonderwijs (13)
hoger algemeen voortgezet onderwijs (h.a.v.o.) (8)
middelbaar algemeen voortgezet onderwijs (m.a.v.o.) (9)
middelbaar beroeps-onderwijs (14)
andere vormen van voorgezet onderw.
(17)
leerlingwezen (16)
lager beroeps - onderwijs (15)
lager algemeen voortgezet onderwijs (l.a.v.o.) (10)
lager algemeen voortgezet ond. (l.a.v.o.) (11)
buitengewoon onderwijs (3)
basisonderwijs (2)
kleuteronderwijs (1)
Pre-school Education Education pré-scolaire

Netherlands
Pays Bas

Diagram 2


gymnasium
atheneum
lyceum
h.a.v.o.
wetenschappelijk onderwijs
lerarenopleiding
opleidingsscholen voor onderwijzers
hoger kunstonderwijs
hoger landbouwonderwijs
hoger zeevaartonderwijs
hoger sociaal-pedagogisch onderwijs
hoger economisch en administratief onderwijs
hoger middenstandsonderwijs
hoger huishoud-en nijverheidsonderwijs
hoger technisch onderwijs
Enseignement supérieur
Higher Education
basisonderwijs
Education pré-scolaire
Pre-school Education
h.a.v.o.
m.a.v.o. 4 jaar
m.a.v.o. 3 jaar
opleidingsscholen voor kleuterleidsters
middelbaar landbouwonderwijs
middelbaar zeevaartonderwijs
middelbaar sociaal-pedagogisch onderwijs
middelbaar economisch en administratief onderwijs
middelbaar middenstandsonderwijs
middelbaar huishoud-en nijverheidsonderwijs
middelbaar technisch onderwijs
l.a.v.o.
lager economisch en administratief onderwijs
lager middenstandsonderwijs
lager landbouwonderwijs
lager huishoud-en nijverheidsonderwijs
lager technisch onderwijs
leerlingwezen
vormingsinstituten leerplichtvrije jeugd
algemeen onderwijs
voorbereidend wetenschappelijk onderwijs
beroepsonderwijs
"part-time" onderwijs
praktijk
praktijk (toezicht school)
mogelijke overgangen
examens
v voorbereidende klas
7 8 9 10 11 12 13 14 15 16 17 18 19 School year Année scolaire
Age 12 13 14 15 16 17 18 19 20 21 22 23 24 25

COMP ED. SCOL.OBLIGATOIRE

Lijst van termen	*Explanatory list of terms*	*Index*
	A. CLASSIFIED LIST	A. INDEX METHODIQUE
Kleuteronderwijs (3) 2 *Onderwijs, dat aan het basisonderwijs en aan de leerplicht voorafgaat*	pre-primary education (not compulsory)	enseignement préscolaire (facultatif)
Basisonderwijs (4.1) I, 6 *Onderwijs, dat als gemeenschappelijke basis geldt voor alle vormen van voortgezet onderwijs*	primary education (six years), the common basis for all secondary education	enseignement primaire, servant de base à tout l'enseignement secondaire
Buitengewoon onderwijs (4.2) I *Onderwijs voor kinderen die niet geschikt zijn voor het bezoeken van een school voor basisonderwijs of daartoe niet in de gelegenheid zijn*	special education for children who are not suited to attend a school for *basisonderwijs* or who do not have the opportunity to do so	enseignement spécial pour des enfants qui ne sont pas aptes à fréquenter une école de *basisonderwijs* ou qui n'en ont pas la possibilité
Voortgezet onderwijs (4.3) *Onderwijs dat gegeven wordt na het zesjarig basisonderwijs, met uitzondering van het wetenschappelijk onderwijs, onderscheiden in voorbereidend wetenschappelijk onderwijs* (4.4), *algemeen voortgezet onderwijs* (4.8) *beroepsonderwijs* (4.12) *en andere vormen van voortgezet onderwijs* (7)	all education after the six years of primary education, excluding university education, divided into pre-university education (4.4) secondary general education (4.8), secondary technical and vocational training (4.12) and other forms of secondary education (7)	tout l'enseignement qui se trouve entre l'enseignement primaire et l'enseignement universitaire, divisé en enseignement secondaire pré-universitaire (4.4) enseignement secondaire général (4.8) enseignement secondaire technique et professionnel (4.12) et autres formes d'enseignement secondaire (7)
Voorbereidend wetenschappelijk onderwijs (4.4) *Onderwijs dat aan het wetenschappelijk onderwijs voorafgaat, onderscheiden in* *gymnasium* (4.5), II, III, g-G, 6 *atheneum* (4.6) II-III, g-G, 6 *en lycum* (4.7) II-III, g-G, 6	pre-university education, divided into *gymnasium* (4.5) *atheneum* (4.6) and *lyceum* (4.7).	enseignement secondaire pré-universitaire divisé en *gymnasium* (4.5) *atheneum* (4.6) et *lyceum* (4.7)
Algemeen voortgezet onderwijs (4.8) *Onderwijs met een algemeen karakter, dat zowel eindonderwijs alsmede voorbereiding tot verderen nietwetenschappelijke studie is op drie niveaus:*	secondary education of a general character being a terminal education as well as preparatory education for further non-university education or training at three levels :	enseignement secondaire général qui est un enseignement terminal et préparatoire à un autre enseignement non universitaire à trois niveaux :
lager: LAVO (4.9) II, g-G, 2	lower : LAVO	inférieur : LAVO
middelbaar: MAVO (4.10) II-III, g-G, 3-4	intermediate : MAVO	moyen : MAVO
hoger HAVO (4.11) III, g-G, 5	higher : HAVO	supérieur : HAVO
Beroepsonderwijs (4.12) *Alle onderwijs dat op een beroep voorbereidt met ingrip van de opleiding van onderwijzend personeel en met uitzondering van het wetenschappelijk onderwijs*	all secondary technical and vocational training preparing for an occupation, including teacher training and excluding university education	tout enseignement secondaire professionnel préparant à une profession y compris la formation des maîtres à l'exception de l'enseignement universitaire

Lijst van termen	*Explanatory list of terms*	*Index*
Technisch onderwijs/Nautisch onderwijs (4.13) *Beroepsonderwijs dat een voorbereiding geeft voor technische of nautische of nautische beroepen op drie niveaus :*	secondary technical and vocational training preparing for technical or nautical occupations at three levels :	enseignement secondaire professionnel préparant à des professions techniques ou nautiques et comportant trois niveaux
lager : LTO/LNO (4.14) II, v-V, 3-4	lower : LTO/LNO	inférieur : LTO/LNO
ITO (4.15) II, v-V, 3	ITO	ITO
middelbaar : MTO/MNO (4.16/4.17) III, v-V, 4	intermediate : MTO/MNO	moyen : MTO/MNO
hoger : HTO/HNO (5.1/5.2) IV, v-V, 4	higher : HTO/HNO	supérieur : HTO/HNO
Huishoud- en nijverheidsonderwijs (4.18) *Beroepsonderwijs dat een voorbereiding geeft voor huishouden alsmede voor verzorgende en andere beroepen op drie niveaus :*	secondary technical and vocational training preparing for home economics and other feminine occupations at three levels :	enseignement secondaire professionnel préparant aux travaux ménagers féminins et comportant trois niveaux :
lager : LHNO (4.19) II, v-V, 3	Lower : LHNO	inférieur : LHNO
IHNO (4.20) II, v-V, 3	IHNO	IHNO
middelbaar : MHNO (4.21) III, v-V, 1-3	intermediate MHNO	moyen : MHNO
hoger : HHNO (5.3) IV, v-V, 4	higher : HHNO	supérieur : HHNO
Landbouwonderwijs (4.42) *Beroepsonderwijs dat een voorbereiding geeft voor beroepen in de land- of tuinbouw op drie niveaus :*	secondary technical and vocational training preparing for agricultural or horticultural occupations at three levels :	enseignement secondaire professionnel préparant à des professions agricoles ou horticoles et comportant trois niveaux :
lager : LLBO (4.23) II, v-V, 4	lower : LLBO	inférieur : LLBO
middelbaar : MLBO (4.24) III, v-V, 2-3	intermediate : MLBO	moyen : MLBO
hoger : HLBO (5.4) IV, v-V, 3	higher : HLBO	supérieur : HLBO
Middenstandsonderwijs (4.25) *Beroepsonderwijs dat een voorbereiding geeft voor een zelfstandige uitoefening van een middenstandsbedrijf op drie niveaus :*	secondary technical and vocational training preparing for the retail trades at three levels :	enseignement secondaire professionnel préparant au commerce de détail et comportant trois niveaux :
lager : LMO (4.26) II, v-V, 4	lower : LMO	inférieur : LMO
middelbaar : MMO (4.27) III, v-V, 3	intermediate : MMO	moyen : MMO
hoger : HMO (5.5) IV, v-V, 4	higher : HMO	supérieur : HMO

Lijst van termen	*Explanatory list of terms*	*Index*
Economisch en administratief onderwijs (4.28) *Beroepsonderwijs dat een voorbereiding geeft voor beroepen van economische an administratieve aard op drie niveaus :*	secondary technical and vocational training preparing for occupations of a business-economics and office nature at three levels :	enseignement secondaire professionnel préparant à des professions commerciales et administratives et comportant trois niveaux :
lager : LEAO (4.29) II, v-V, 3	lower : LEAO	inférieur : LEAO
middelbaar MEAO (4.30) III, v-V, 3	moyen : MEAO	intermediate : MEAO
hoger HEAO (5.6) IV, v-V, 3	higher : HEAO	supérieur : HEAO
Opleiding onderwijzend personeel (6) *Beroepsonderwijs dat leerkrachten opleidt voor de onderscheidens takken van onderwijs*	secondary technical and vocational training qualifying teachers for the different branches of education and training	enseignement secondaire professionnel préparant à des professions éducatives
Kleuterleidstersopleiding (6.12) IV, t-T, 4	pre-primary school	jardinières d'enfants
onderwijzersopleiding (6.23) IV, t-T, 3	teacher training primary school	instituteurs
lerarenopleding (6.3) IV, t-T, 5	teacher training secondary school	professeurs d'enseignement secondaire
Sociaal-pedagogisch onderwijs (5.7) *Beroepsonderwijs dat voorbereidt op de terreinen van de jeugdvorming, volksontwikkeling, maatschappelijk werk, personeelsaangelegenheden, gezondheidszorg enz. op twee niveaus :*	secondary technical and vocational training preparing for occupations in the further education of young people, adult education, social work, personnel work, health care etc. at two levels :	enseignement secondaire professionnel préparant aux professions de formation de la jeunesse, éducation populaire, travail social, service du personnel, etc., à deux niveaux :
middelbaar : MSPO III, v-V, 1-3	intermediate : MSPO	moyen : MSPO
hoger : HSPO IV, v-V, 2-4	higher : HSPO	supérieur : HSPO
Kunstonderwijs (5.8) *Beroepsonderwijs dat een voorbereiding geeft voor beroepen op de verschillende terreinen van de kunst op twee niveaus :*	secondary technical and vocational training preparing for occupations in the different branches of the arts at two levels :	enseignement secondaire professionnel préparant à des professions artistiques et comportant deux niveaux :
middelbaar : MKO III, v-V, 5	intermediate : MKO	moyen : MKO
hoger : HKO IV, v-V, 5	higher : HKO	supérieur : HKO
Andere vormen van voortgezet onderwijs (7)	other forms of secondary education	Autres formes d'enseignement secondaire
Lerlingwezen (7.1) II, pt, 3-5 *Opleiding in het bedrijf met aanvullend onderwijs in scholen*	apprenticeship training with complementary education and training in schools	apprentissage avec enseignement scolaire complémentaire

Lijst van termen	*Explanatory list of terms*	*Index*
Schriftelijk onderwijs (7.2) II - IV, pt, - *Algemeen of beroepsonderwijs dat in hoofdzaak schriftelijk wordt gegeven*	education or training given mainly by correspondence courses	enseignement général ou professionnel donné principalement par correspondance
Vormingswerk leerplichtvrije jeugd (7.3) II, pt, - *Begeleiding van werkende jongeren die geen onderwijs meer volgen*	educational work for young working people who are past school-leaving age and who no longer receive any formal education	éducation pour la jeunesse qui travaille et qui a dépassé l'âge de la scolarité obligatoire

B. Alphabetical list

Algemeen voortgezet onderwijs AVO (4.8)
Andere vormen van voortgezet onderwijs (7)
Atheneum (4.6)
Basisonderwijs (4.1)
Beroepsonderwijs BO (4.12)
Buitengewoon onderwijs (4.2)
Economisch en administratief onderwijs EAO (4.28)
Gymnasium (4.5)
Huishoud- en nijverheidsonderwijs HNO (4.18)
Individueel huishoud- en nijverheidsonderwijs IHNO (4.20)
Individueel technisch onderwijs ITO (4.15)
Kleuteronderwijs (3)
Kunstonderwijs KO (5.8)
Landbouwonderwijs LBO (4.22)
Leerlingwezen LW (7.1)
Lyceum (4.7)
Middenstandsonderwijs MO (4.25)
Nautisch onderwijs NO (4.13)
Opleiding onderwijzend personeel (6)
Schriftelijk onderwijs SO (7.2)
Sociaal-pedagogisch onderwijs SPO (5.7)
Technisch onderwijs TO (4.13)
Voorbereidend wetenschappelijk onderwijs VWO (4.4)
Voortgezet onderwijs VO (4.3)
Vormingswerk leerplichtvrije jeugd VLJ (7.3)

NORWAY

Description of school system

1 GENERAL PRINCIPLES OF EDUCATION

According to the law, the purpose of compulsory education is to help pupils to become good members of the community by giving them a Christian and moral upbringing, by developing their abilities and aptitudes and by giving them a good general knowledge. Laws for general secondary schools embody similar aims, while the laws for the various types of vocational schools usually limit themselves to determining the skills and qualifications to be attained.

Instruction is free in all types of public educational institutions. The number of private schools is very limited.

All schools are co-educational.

2 ADMINISTRATION

The school system is administered and financed by public authorities. Generally speaking, the *kommune* (local authority) is responsible for compulsory education, the *fylke* (regional authority) for upper secondary education—general, technical and vocational—and the state for teacher training and higher education. There is usually a separate law for each type of school, with detailed provisions laid down in regulations, instructions and curricula. The Ministry of Education exercises control and supervision in accordance with the laws. The Ministry is also responsible for the detailed curricula which are drawn up within the framework established by the laws.

3 PRE-PRIMARY EDUCATION

Pre-school institutions (*kindergartens*) are found mostly in built-up areas. They are for the most part managed by private organisations with or without financial assistance by local authorities. In some cases they are run by the local authorities themselves.

There is no direct link between pre-school institutions and the rest of the school system. Pre-school institutions are regarded as having a social rather than an educational function and they come under the supervision of the Ministry of Family and Consumer Affairs.

It is also possible to organise pre-school classes attached to ordinary primary schools, but so far this has been done only by a few local authorities.

4 PRIMARY AND SECONDARY EDUCATION (Stages I - III)

4.1 Compulsory education is given in *Grunnskolen* (I 6 + II 3).

4.2 The first stage which comprises the age-group 7-13 is called *Barneskolen* (I 6 primary school), the second stage comprises the age-group 13-16 and is called *Ungdomsskolen* (gG II 3 comprehensive school).

The primary school gives instruction in the usual basic subjects ; in addition a foreign language is offered in the last two grades. In the comprehensive school there is a differentiated curriculum in the 8th year and even more so in the 9th year, at which stage there is an option between courses in the following subjects : Norwegian, mathematics, English and German. Those who want to prepare themselves for the *Gymnasium* must take the more advanced course which includes the two foreign languages, English and German.

4.3 The *Gymnasium* (G III 3) offers academic education at the upper secondary stage and prepares pupils for the matriculation university examination. The *Gymnasium* has six branches or lines of study : science and mathematics, English, Latin, natural sciences, Scandinavian studies, and economics. The content of most subjects is the same in the various branches, but they are emphasised differently. Three modern foreign languages are compulsory for all *Gymnasium* examinees (English, French, German).

4.4 *Handelsgymnasium* (G III 3) offers a 3-year course based on the leaving examination from the *Ungdomsskole* (*Gymnasium* preparatory course). It provides mainly general education besides economic and commercial subjects. The course is identical with the economics branch of the ordinary *Gymnasium* and gives admission to higher education.

4.5 *Verkstedskole* (v III 1, 2 or 3) (workshop school) gives basic vocational training before apprenticeship. The course usually lasts one year, but is often extended to two or even three years. In the latter case it gives all the theoretical instruction required for apprentices.

4.6 *Laerlingskole* (v III 3 pt) (apprentice school) is a part-time school for apprentices, usually run as a 3-year evening course, or one day a week course, but may also be arranged as a series of daily course-periods.

The training of skilled workers, foremen, workshop managers etc. is undertaken at various full-time or part-time courses.

All vocational training mentioned so far is usually given within the same school premises called *Yrkesskole* (vocational school).

4.7 *Handelsskole* (v III ½ or 1) (commercial school) provides basic training in commercial subjects. The instruction is given in courses of 6 months' or one year's duration. Apprentices in commerce and office work usually attend a 1-year day-course with both practical and theoretical instruction.

4.8 *Husmorskole* (v III ½ or 1) (school for housekeeping) provides courses in domestic science for housewives.

4.9 *Husflidsskole* (v III ½ or 1) (school for arts and crafts for women) provides basic training in women's handicraft for personal and home use, and instruction in skills needed to further the development of Norwegian home industries.

4.10 *Fiskerfagskole* (v III 1) (school for fishermen) provides basic training for fishermen, theoretical and practical.

4.11 *Landbruksskole* (v III ½ or 1½) (agricultural school) gives vocational training in agriculture.

4.12 *Hagebruksskole* (v III 1 or 1½) (school of horticulture) runs courses for nurserymen and apprentices in this field.

4.13 *Skogskole* (v III 1½) (school of forestry) offers vocational training in forestry.

4.14 *Aspirantkurs for skipsmaskinister* (v III 2) (preparatory course for marine engineers) provides the necessary workshop practice for those who want to enter a navigation school to become marine engineers.

5 TECHNICAL AND VOCATIONAL EDUCATION

5.1 *Sekretaerkurs* (V IV 1) is a course attached to the *Handelsgymnasium* giving practical training in clerical work, based on the matriculation examination.

5.2 *Studentfagkurs* (v VI 1) is a course attached to the *Handelsgymnasium* giving theoretical training in economic and commercial subjects, based on the matriculation examination.

5.3 *Teknisk skole* (V IV 3) (technical school) gives technical education at pre-university level. The purpose of the technical schools is the education of technicians or engineers for industry, the building trades, the electrical supply services etc. The teaching is divided into several specialised branches. Applicants must pass an entrance examination. Leaving examination from this school gives access to technical studies at the university level.

5.4 *Teknisk fagskole* (v IV 2) (technical trade school) offers theoretical and practical training for various posts in industry. Two years' practice in industry (or one year's practice and one year's training in a workshop school) is required for admission.

5.5 *Elementaerteknisk skole* (v IV 1) (elementary technical school) provides general education and theoretical elementary technical training for workers and staff in industry. The minimum age of admission is 17, but skilled workers with practical experience are usually given preference.

5.6 *Kunst- og håndverkskole* (v IV 3 or 4) (school for arts and crafts) offers courses in the field of applied art (glass painting, ceramics, furniture, textiles, bookbinding etc.).

5.7 *Kommunal- og sosialskole* (v IV 3) offers training for local government officials and for social workers.

5.8 *Sjømannsskole* (v IV 2) gives training for the mate's ticket, the master's ticket and for other personnel in the merchant marines : marine engineers, wireless operators, cooks and stewards. The courses vary in length. In most cases a certain period of marine service is required for admission.

6 TEACHER TRAINING

The training of teachers is undertaken by the state. Primary school teachers are trained at teachers' training colleges (*Laererskoler*).

6.1 *Laererskoler* (T IV 2 or t IV 4) (teachers' training colleges) run two types of courses, a 2-year course based on the *Gymnasium* (matriculation examination) and a 4-year course for young people with some further education after the primary school stage. For the 4-year course, entrance examinations are held. Graduates from the two courses have the same standing. It is possible for primary school teachers, on completion of the teacher training college course, to take various supplementary courses which will qualify them for teaching in lower secondary schools and other types of schools for secondary education. This supplementary education may be obtained at special teacher training institutions offering 1-year courses in certain subjects (e.g. training colleges for teachers of arts and crafts, domestic science, physical education etc.). The universities also offer training courses for teachers in several academic subjects. These courses are held in two successive summers.
For teaching in the *Gymnasium* and in the teacher training colleges a university degree is required (*lektor-degree*, normally six or seven years of university studies). In addition a 6-months' course in practical pedagogics must be taken. This course also includes practical teaching under an experienced teacher.

6.2 Teachers in the vocational schools are mostly skilled craftsmen who have taken an additional 6-months' course in practical pedagogics at the vocational teacher training colleges (*yrkeslaererskole*, t IV ½).

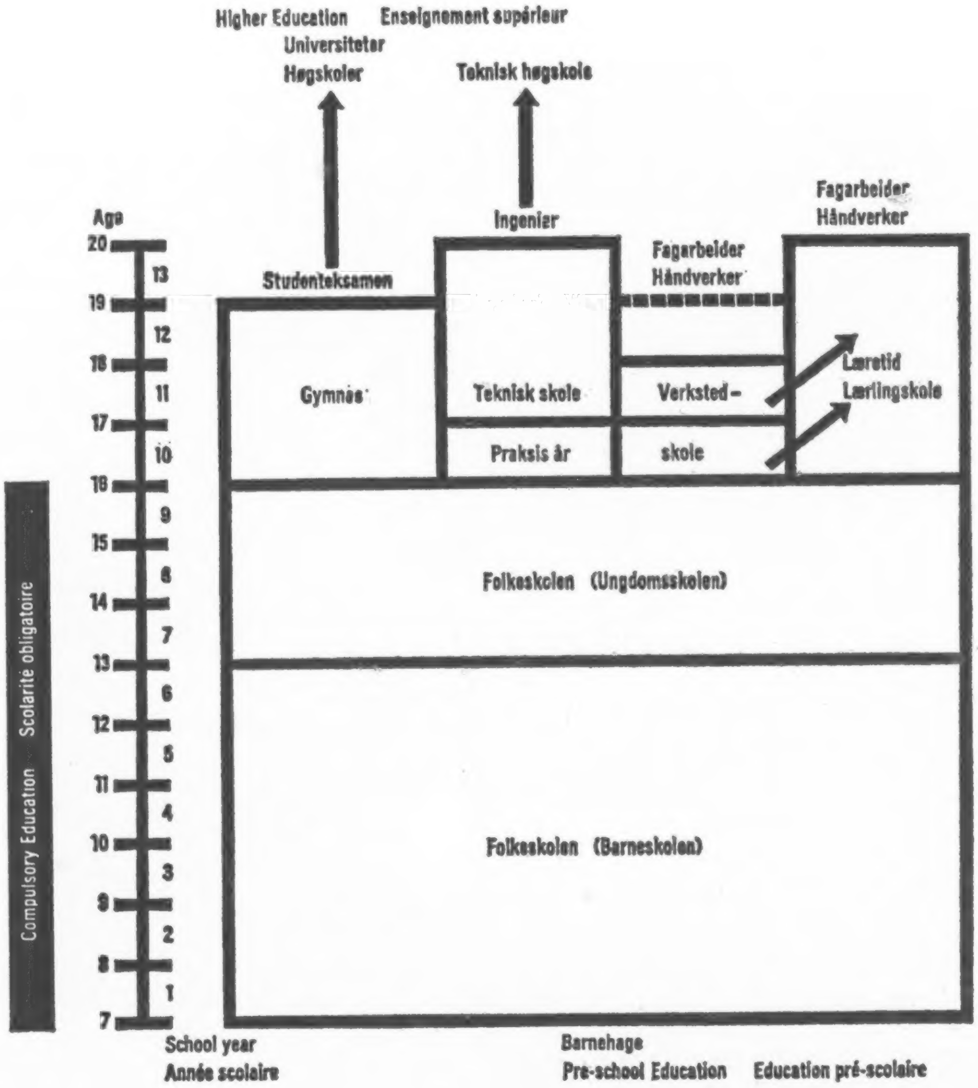
7 OTHER FORMS OF FORMAL EDUCATION

7.1 *Folkehøgskole* (g IV 1 or 2) provides education for adults and young people in courses of varying length. This school does not offer instruction within a formal framework, but tries to foster personal development. It is a boarding-school. The syllabus may vary considerably and may also include practical subjects. There is no examination.

(1968)

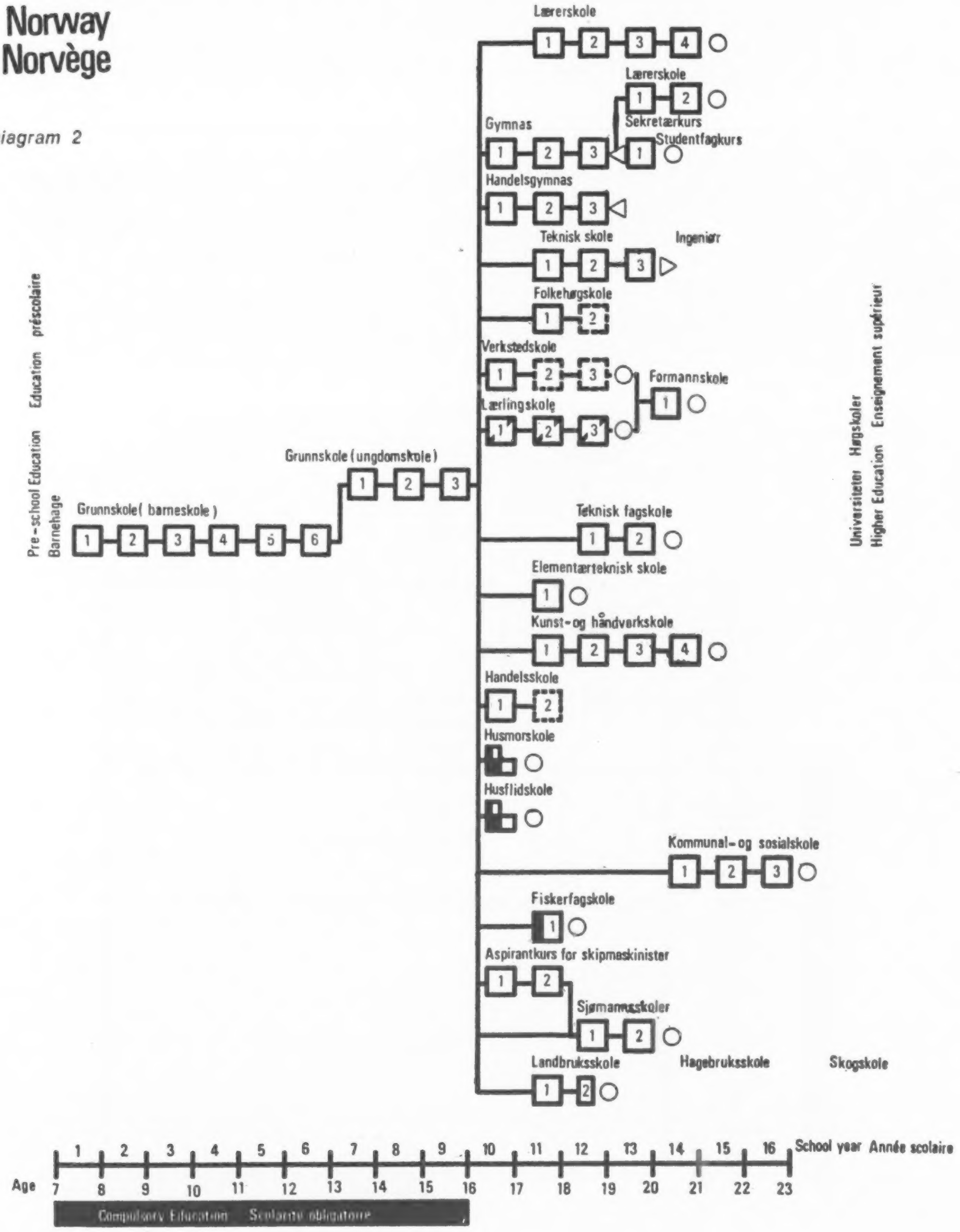
Norway
Norvège

Diagram 1


Higher Education
Enseignement supérieur
Universiteter
Høgskoler
Teknisk høgskole
Ingeniør
Fagarbeider
Håndverker
Fagarbeider
Håndverker
Age
20
19
18
17
16
15
14
13
12
11
10
9
8
7
13
12
11
10
9
8
7
6
5
4
3
2
1
Studenteksamen
Gymnas
Teknisk skole
Praksis år
Verksted-
skole
Læretid
Lærlingskole
Folkeskolen (Ungdomsskolen)
Folkeskolen (Barneskolen)
Compulsory Education
Scolarité obligatoire
School year
Année scolaire
Barnehage
Pre-school Education
Education pré-scolaire

Norway
Norvège

Diagram 2


Pre-school Education Education préscolaire
Barnehage
Grunnskole(barneskole)
Grunnskole (ungdomskole)
Lærerskole
Lærerskole
Gymnas
Sekretærkurs
Studentfagkurs
Handelsgymnas
Teknisk skole
Ingeniør
Folkehøgskole
Verkstedskole
Formannskole
Lærlingskole
Teknisk fagskole
Elementærteknisk skole
Kunst- og håndverksskole
Handelsskole
Husmorskole
Husflidskole
Kommunal- og sosialskole
Fiskerfagskole
Aspirantkurs for skipmaskinister
Sjømannsskoler
Landbruksskole
Hagebruksskole
Skogskole
Universiteter Høgskoler
Higher Education Enseignement supérieur
School year Année scolaire
Age
Compulsory Education Scolarité obligatoire

	Explanatory list of terms	*Index*
	A. CLASSIFIED LIST	A. INDEX METHODIQUE
Grunnskolen (4.1) I 6 + gG II 3	Compulsory school, lower and upper level	Enseignement obligatoire, cycle inférieur et supérieur
Barneskole (4.2) I 6	Primary school, lower level	Ecole primaire élémentaire, cycle inférieur
Ungdomsskole (4.2) gG II 3	Upper level of comprehensive school	Cycle supérieur de l'école globale
Gymnasium (4.3) G III 3	Upper level of secondary school ; final examination gives access to higher education	Deuxième cycle de l'enseignement général long ; il se termine par un examen donnant accès à l'enseignement supérieur
Økonomisk Gymnas (4.4) G III 3	Upper level of secondary school with bias towards commercial subjects; final examination gives access to higher education	Deuxième cycle de l'enseignement général long, où les sujets commerciaux prédominent ; il se termine par un examen donnant accès à l'enseignement supérieur
Verkstedskole (4.5) v III 1, 2 or 3	Workshop school, practical and theoretical training	Ecole d'apprentissage assurant une formation de base
Laerlingskole (4.6) v III 3 pt	School for apprentices	Ecole professionnelle pour apprentis
Sekretaerkurs (5.1) V IV 1	Training course in clerical work attached to the *Handelsgymnasia*	Cours de secrétariat rattaché aux *Handelsgymnasia*
Studentfagkurs (5.2) V IV 1	Course in economics attached to the *Handelsgymnasia*	Cours d'économie rattaché aux *Handelsgymnasia*
Teknisk skole (5.3) V IV 3	Technical school	Ecole technique
Teknisk fagskole (5.4) v IV 2	Technical school for different trades	Ecole technique pour les différents métiers de l'industrie
Elementaerteknisk skole (5.5) v IV 1	General and technical training for workers in industry	Formation professionnelle et générale pour ouvriers de l'industrie
Kunst- og håndverkskole (5.6) v IV 3 or 4	School for applied art	Ecole des arts appliqués
Kommunal- og socialskole (5.7) v IV 3	School for social workers and local government officials	Ecole pour assistants sociaux et fonctionnaires de l'administration communale
Sjømannsskole (5.8) V IV 2	Navigation school	Ecole de navigation
Laereskole (6.1) T IV 2 or t IV 4	Teachers' training college	Ecole normale
Yrkeslaererskole (6.2) t IV ½	School for the training of teachers for vocational schools	Ecole de préparation à l'enseignement professionnel
Folkehøgskole (7.1) g IV 1 or 2	Adult education college offering general education	Ecole pour adultes assurant une éducation générale

B. Alphabetical list

Aspirantkurs for skipsmaskinister (4.14)
Barnehage (3)
Barnekskole (4.2)
Elementaerteknisk skole (5.5)
Fiskerfagskole (4.10)
Folkehøgskole (7.1)
Grunnskolen (4.1)
Gymnasium (4.3)
Hagebruksskole (4.12)
Handelsgymnasium (4.4)
Handelsskole (4.7)
Husmorskole (4.8)
Husflidsskole (4.9)
Kommunal- og sosialskole (5.7)
Kommunal- og sosialskole (5.7)
Laerlingskole (4.6)
Landbruksskole (4.11)
Laererskole (6.1)
Sekretaerkurs (5.1)
Sjømannsskole (5.8)
Skogskole (4.13)
Studentfagkurs (5.2)
Teknisk fagskole (5.4)
Teknisk skole (5.3)
Ungdomsskole (4.2)
Verkstedskole (4.5)
Yrkeslaererskole (6.2)

SPAIN

Description of school system

1 GENERAL PRINCIPLES

(*a*) Freedom of education
In Spain, the co-existence of state and private education is a firmly established principle, the former offering a wider range of courses than the latter.

(*b*) Compulsory attendance
Attendance is compulsory for all nationals for eight years between the ages of 6 and 14.

(*c*) Religious freedom
The family is authorised by the state to supervise the child's religious education and pupils are under no obligation to receive instruction in a faith which is not theirs. Teaching in state schools, however, conforms to the dogma and moral doctrine of the Roman Catholic church.

(*d*) Cost of education
State primary education is free, and textbooks and other materials are also supplied free by the state. Pupils in state secondary and higher education establishments must pay entrance fees and annual fees, although many are exempted by virtue of their families' financial circumstances or size. Such pupils may receive grants from the Students' Aid Office or they may simply be exempted from payment of fees.

(*e*) Status of diplomas
The state awards all diplomas and certificates, thus guaranteeing a standard level of academic achievement and vocational qualification.

(*f*) Availability of education to all
The state guarantees the right of all nationals to an education suited to their abilities, regardless of religion or economic circumstances. To this end, the Students' Aid Office administers funds derived from the general income tax. In 1968 this item of the budget amounted to 2,400 million pesetas.

2 ADMINISTRATION

Administration is central, under the Ministry of Education and Science, although a few higher technical schools are administered by other ministries (Labour, Finance, Agriculture, Commerce, Justice, War, Navy and Air), or by trade unions.

2.1 Except where specialised training is concerned, all courses must be sanctioned by the Ministry of Education and Science, which must approve curricula drawn up by other bodies and ensure that they lead to an approved common standard.

2.2 Private education is highly developed in Spain : many schools offer recognised qualifications and certificates, but these must in all cases be approved by the Ministry of Education and Science.

2.3 Supreme central authority is vested in the Ministry of Education and Science, and consists of the Minister, aided by the Under-Secretary, a secretary general, and five directors : for higher education and research (with one assistant for research and scientific co-operation, and another for higher technical education), secondary education and vocational training, primary education, fine arts and archives and libraries. In addition to a director general of school welfare, there is a commissioner responsible for the Ministry's social policy.

2.4 Structure of regional administration
The country is divided into twelve educational districts (*distritos universitarios*), each headed by a rector. The Canaries and their two administrative districts —Las Palmas and Santa Cruz de Tenerife— form one academic district[1].

2.5 State inspection of secondary education is carried out by an inspector general, national inspectors (in Madrid) and district inspectors.

2.6 State inspection of primary schools is in the hands of an inspector general, with a district inspector and staff for each district.
There is also an inspectorate for teacher training schools.

2.7 The National Education Council is an advisory body responsible at the highest level for drawing up programmes and drafting decisions embodying the proposals of the Ministry of Education and Science before their submission, where necessary, to the legislative body (*Cortes Españolas*) for enactment.

3 PRE-SCHOOL EDUCATION

Before going to primary school at the age of 6, children may attend nursery schools from 2 to 4, and infant schools (*de párvulos*) from 4 to 6 ; neither is compulsory.

4 PRIMARY AND SECONDARY EDUCATION (general, technical and vocational) (Stages I to III)

4.1 Primary education
From the ages of 6 to 10 all children must attend primary school, after which they may either remain there or go on to secondary school. If they stay at the primary school until the end of the second level and until they are 14 years old,

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[1] Three new universities were created by ministerial decision of 20 June 1968 : in Madrid, Barcelona and Bilbao. University colleges were established in other towns. These new establishments, designated as "autonomous", have no geographical affiliations so that their creation has not necessitated a reorganisation of academic districts.

they then sit an examination for the primary education certificate. If they obtain this, they may take another examination leading directly to the third year of the lower secondary course. In primary schools the following subjects are taught : reading, graphic expression (i.e. writing, spelling, composition and drawing), religious instruction, geography and history (chiefly of Spain), Spanish, arithmetic, physical education, elementary science, handwork and English.

4.11 State primary schools are classified as follows ; depending on their size and location :

— single teacher schools (*escuela unitaria*)

— graded schools (*escuela graduada*),

— group schools (*colegio nacional*).

4.2 Secondary general and technical education

4.21 General education

The official Spanish name is *enseñanza media* (intermediate education) ; it is divided into two parts, the lower and upper secondary courses.

4.22 Lower level (leading to lower secondary certificate)

All pupils take the same subjects in the lower secondary course (which last four years) : religious instruction, Spanish, geography, history, Latin, one modern language, mathematics, physics, chemistry, natural sciences, civics, physical education and sport, handwork, music and art (together with certain extra-curricular activities). The course may be taken at state schools called *Institutos Nacionales de Enseñanza Media, Secciones Delegadas, Secciones Filiales, Institutos Técnicos de Enseñanza Media*, or *Centros de Patronato* or at church or private schools recognised and approved by the Ministry of Education and Science, or again at "free" schools, in which case pupils must sit an annual examination at a state secondary school. A few of these establishments have been "adopted" by the Ministry and are known as *Colegios libres adoptados*. For some time a number of pupils in Spain and abroad have been taking the radio and television courses of the National Secondary School of the Air[1].
At the end of the fourth year pupils sit an examination leading to the upper secondary course.

4.23 Upper level

Here there is a choice between two sections, both lasting two years :

(*a*) general course,

(*b*) technical course.

Course (*a*) is further subdivided into science and literature sections, and course (*b*) into four sections : agriculture, industry, maritime trades and administration (for girls only).

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[1] National secondary schools have introduced evening courses leading to the same certificate for those unable to attend regular daytime classes.

4.24 General course

Subjects common to both sections are religious instruction, philosophy, literature, history of art and civilisation, science, a modern language and drawing. Those in the science section also study mathematics, physics and chemistry. while those in the literature option take Latin and Greek. Pupils may attend national secondary schools, *Centros de Patronato*, recognised church or private schools, or "free" schools.

4.25 Technical course

Pupils in all four sections take the same basic subjects, with no Greek or Latin but supplemented in each case by the relevant technical subjects. The course is available at secondary technical schools and at a few state approved private centres, as well as in establishments known as *Universidades laborales*, run by the Ministry of Labour.

4.26 At the end of their second year, pupils in both sections (general and technical) may take an examination conferring the upper secondary education certificate. Before they can go on to university, however, they must complete a further "pre-university" year and sit an entrance examination. A more extensive examination may be set for candidates who do not hold the upper secondary certificate.

4.3 Vocational training for industry

The purpose of this is to give both theoretical and practical training, with a view to producing qualified workers for various types of industrial employment. The core of the curriculum in the different sections—metal-working, mining, electricity, electronics, wood-working, building, chemicals, textiles, automobile industry, graphic arts, industrial drawing, furs, clothing, hotel trades, cosmetics—is composed of mathematics, science, drawing, technology and periods of practical experience in workshops and laboratories. Other subjects are religious instruction, geography, languages, history, industrial safety, industrial organisation and physical education. There are three levels :

(*a*) introductory (two years),

(*b*) apprenticeship (three years),

(*c*) foreman's course (two years).

The courses may be taken at *Maestrla Industrial* colleges, administered by the Ministry of Education and Science, at numerous state recognised schools run by the Church, trade unions or private bodies ; or at the *Universidades laborales* recently founded by the Ministry of Labour. Tuition is free in all state schools, but fees are charged by some private institutions. There are no "free" schools offering this course. Full-time day courses are the rule, although some evening classes (*estudios nocturnos*) are available for those employed during the day.

4.31 Introductory course

This may be taken (between 12 and 14 years of age) in the 7th and 8th years in some primary schools.

4.32 Candidates for the apprenticeship course must be 14 years old and must pass an examination. At the end of three years there is a final examination qualifying the pupil as an *oficial industrial* in his special field. Workers employed for at least two years in industry may also sit the examination and obtain the certificate without attending classes.

4.33 Pupils holding this certificate may enrol for the 2-year course for the qualification of *maestro industrial* in their field. Here again, workers already employed at the corresponding level for at least two years may sit the examination and obtain the certificate without taking the course.

4.34 This last-mentioned certificate gives access to the lower technical course, and thence to the upper technical course.

4.35 The agricultural training course is run by the Ministry of Agriculture. Candidates must be 16 years old and pass a basic education test. The course must occupy not less than 200 working days at a day school. It leads to the *Capataz agrícola* (farm overseer) certificate, and to *capataz* qualifications in the specialised fields of horticulture and fruit-growing, forestry, mechanised farming, stock-breeding, poultry-raising, and the dairying, wine-growing and canning and oil manufacturing industries.

4.36 Applied arts and crafts

Pupils may enrol at the age of 12. The course lasts five years, three common to all pupils and two of specialisation, with a single examination at the end. Successful candidates are qualified as *graduado* or *maestro artesano* in one of the following :

1. *decoracion y arte publicitario,*
2. *diseño, delineación y trazado artístico,*
3. *artes aplicadas al libro,*
4. *talleres de artes aplicadas y oficios artísticos.*

The courses are available at state schools or other establishments approved by the Ministry of Education and Science.

Other types of education :

4.37 *Escuelas de bellas artes* (schools of fine arts)

These give courses in painting and sculpture, and train art teachers. Candidates must be 14 years old and must possess the primary education certificate or its equivalent. The course is composed of one year of study common to all sections, and three years of specialisation. Student art teachers must complete another year, making a total of five, after which they obtain their certificate, but to be fully qualified, they must also have the upper secondary education certificate.

4.38 *Conservatorios de música* (conservatoria of music)

Music, composition and singing are taught at these schools, of which there are three types : elementary, professional and advanced. They may be state, regional or local, but all must be state approved. Pupils may be admitted at 13, obtaining their elementary certificate in music and following the regular primary or secondary course at the same time. To prepare the advanced certificate, they must possess the second music certificate and be 16 years of age. The course may also be taken at "free" schools, in which case students must pass the state examinations.

4.39 *Escuelas de arte dramático* (schools of dramatic art)

There are three types : elementary, professional and advanced, with sections for elocution and dancing. No diplomas or certificates are required for admission. The course lasts five years in the dance section and three in the elocution section with an additional year for stage actors.

5 TECHNICAL AND VOCATIONAL EDUCATION (Stage IV)

5.1 *Ayudantes técnicos sanitarios* (medical auxiliaries)

Applicants for admission to these courses must be 17 years old and possess either the lower secondary, or primary school teaching or commercial certificate. This is a 3-year course with a final examination, after which students may specialise in one of the following : midwifery, physiotherapy, radiology or infant and child care, each of which entails one or two additional years of training. The certificate of *ayudante técnico sanitario* is awarded by the Ministry of Education and Science and qualifies holders to practise as general medical auxiliaries. Schools offering the course may be run by the state, church or private bodies, but all are approved by the Ministry of Education and Science.

5.2 *Asistentes sociales* (welfare officers)

Candidates must hold either the upper secondary, primary school teaching, medical auxiliary, *perito mercantil, graduado social* or other secondary certificate. This is a 3-year course giving a theoretical background in psychology, sociology, religion and ethics, and basic training in medecine, hygiene, economics and law. The final examination qualifies successful candidates to work as welfare officers. The schools for welfare officers are state-run and come under the Ministry of Education and Science, but courses are also given by church, trade union and private establishments.

5.3 Commercial education

There are two levels, *pericial* and *profesorado*. Courses for both are given at business colleges run by the Ministry of Education and Science. The first course lasts three years and includes the following : economic geography, economics, bookkeeping, commercial law and legislation, mathematics and statistics. Applicants must be 14 years of age and possess the primary certificate or, if they have completed the 4-year lower secondary course but not received the corresponding certificate, they must pass an entrance examination. At the end of the three years, they sit an examination for the *perito mercantil* certificate.

5.31 The advanced course is also a 3-year course, offering principally the following : civil and commercial law, social legislation, economics, industrial and agricultural technology, mathematics, finance, economic geography, statistics, accountancy and tax legislation. Applicants must hold the *perito mercantil* certificate (5.3). Those who pass the final examination are qualified as *profesor mercantil* and may go on to study at universities or advanced technical institutes. *Profesores mercantiles* must have passed several of the subjects required for a university degree in economics.

5.4 Technical education

Training for qualification as an engineering technician is called *enseñanza técnica de grado medio,* whereas the *enseñanza superior técnica* qualifies students for the title of engineer. Both courses are available at engineering schools under the authority of the Ministry of Education and Science. Each course lasts three years and is composed of basic subjects combined with predominantly practical work in special fields. Applicants must hold either the upper secondary, *perito mercantil* (5.3), *maestro industrial,* or primary teaching certificate. Those possessing the less advanced qualifications of *oficial industrial* or *contramaestre agrícola o forestal* as well as *bachilleres laborales elementales* (a qualification now extinct) are also eligible after a preparatory year. At the end of the final year, students write a dissertation on typical aspects of their special field, in order to qualify as an engineering technician of one of the following categories :

— *Arquitecto Técnico,*

— *Ingeniero Técnico Agrónomo,*

— *Ingeniero Técnico de Montes,*

— *Ingeniero Técnico Industrial,*

— *Ingeniero Técnico de Minas,*

— *Ingeniero Técnico Naval,*

— *Ingeniero Técnico de Obras Públicas* (civil engineer),

— *Ingeniero Técnico de Telecomunicación,*

— *Ingeniero Técnico Topógrafo.*

Each section is taught in separate schools and is divided into several more specialised fields.

5.6 In the past, all such schools have been state-run, but under the decision of 29 March 1968 private institutes can be set up, once State permission has been granted, in conditions similar to those laid down for state schools. Students from such privately run establishments will have to pass a final examination before a panel appointed by the Ministry of Education and Science.

6 TEACHER TRAINING

6.1 Primary school teachers are trained at *escuelas de magisterio,* of which there is at least one, state-run, in the main town of each administrative district. Several such schools are also run by the church. Applicants must possess the upper secondary certificate. The course lasts two years and includes theory of education and teaching methods for the different subjects. There is an examination at the end of the course after which students spend a probationary year, with the corresponding rights and salary, in a national school. Inspectors of primary education guide and supervise the students during this period. Those who successfully complete both probationary year and training course are qualified as state primary teachers.

6.2 Secondary teachers

The training of teachers of all types of secondary school is in the charge of the Secondary Teachers' Training School, whose function is to organise and promote activities to that end.

The certificate is awarded at the end of two periods of study : one, predominantly theoretical (usually the final undergraduate year at a university) and the other, under the direction of a secondary school teacher, chiefly practical (for university graduates intending to become secondary teachers).
After obtaining the secondary teaching certificate, candidates must still pass a competitive examination for appointment to posts in state schools.

7 OTHER TYPES OF FORMAL EDUCATION

7.1 Accelerated vocational training

This training (*formación profesional acelerada*) is organised by the trade unions to train unskilled workers or retrain and teach new techniques to others in a short time—approximately 25 weeks. Trainees are between 21 and 40 years of age ; while on the course, they are paid and receive meals and all necessary equipment, and remain entitled to social security benefits.

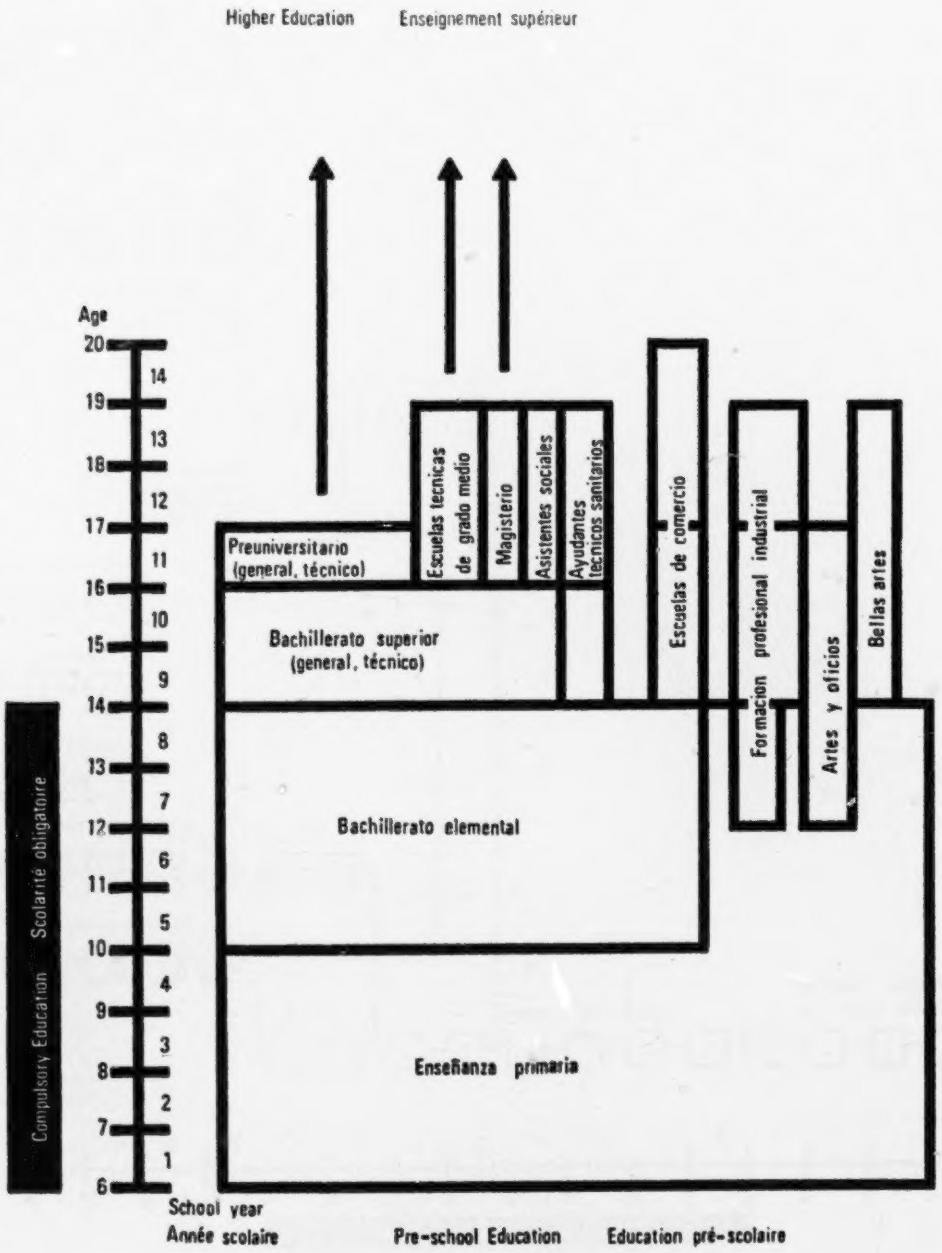
7.2 Intensive vocational training

Intensive vocational training courses (*cursos de formación profesional intensiva*) are financed by the Ministry of Labour to supply skilled workers in response to special demand.

(1969)

Spain
Espagne

Diagram 1


Higher Education
Enseignement supérieur
Age
20
19
18
17
16
15
14
13
12
11
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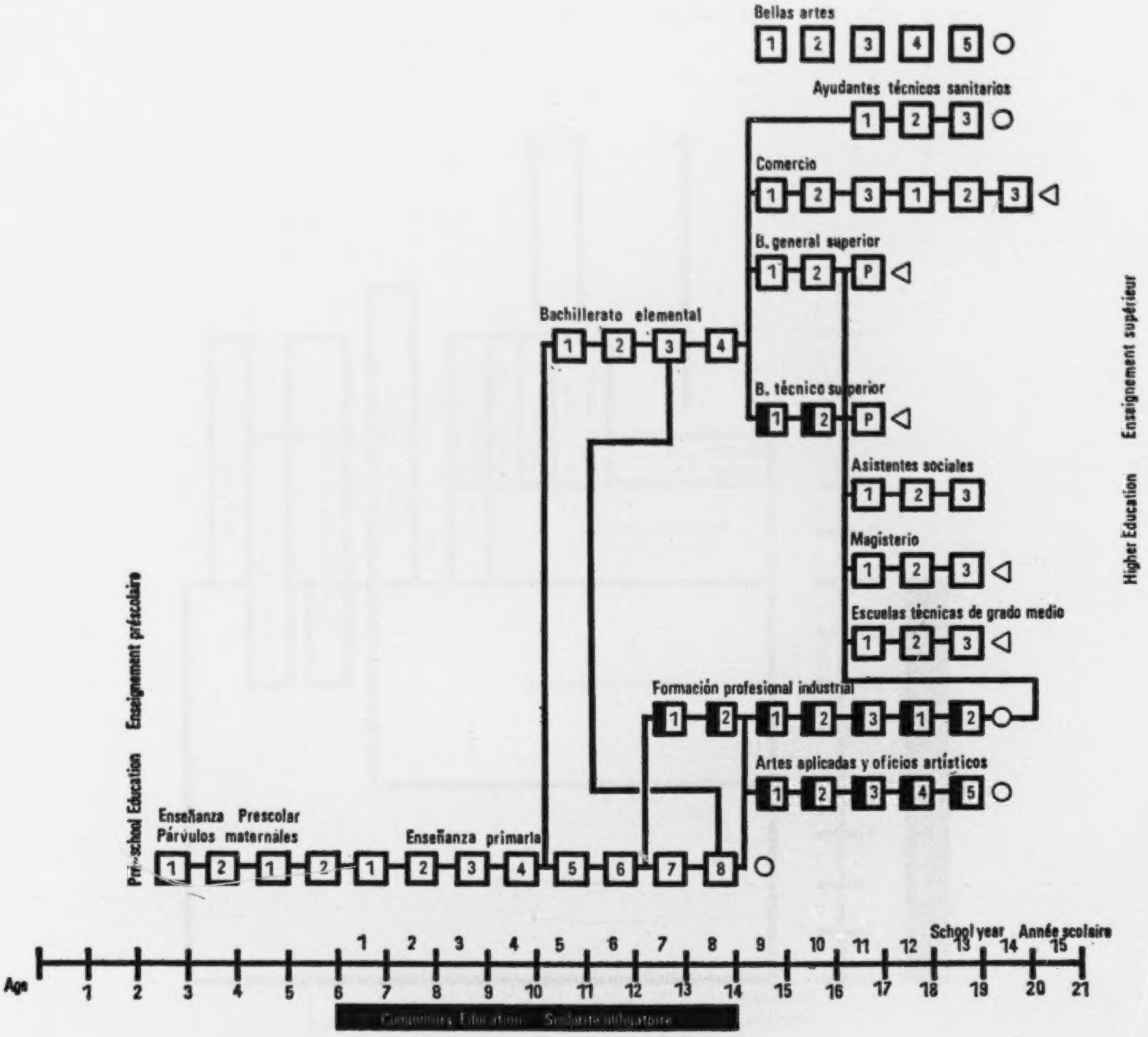
3
2
1
Compulsory Education
Scolarité obligatoire
Preuniversitario (general, técnico)
Escuelas tecnicas de grado medio
Magisterio
Asistentes sociales
Ayudantes tecnicos sanitarios
Escuelas de comercio
Formacion profesional industrial
Artes y oficios
Bellas artes
Bachillerato superior (general, técnico)
Bachillerato elemental
Enseñanza primaria
School year
Année scolaire
Pre-school Education
Education pré-scolaire

Spain
Espagne

Diagram 2


Bellas artes
1 2 3 4 5 ○
Ayudantes técnicos sanitarios
1 2 3 ○
Comercio
1 2 3 1 2 3 ◁
B. general superior
1 2 P ◁
Bachillerato elemental
1 2 3 4
B. técnico superior
1 2 P ◁
Asistentes sociales
1 2 3
Magisterio
1 2 3 ◁
Escuelas técnicas de grado medio
1 2 3 ◁
Formación profesional industrial
1 2 1 2 3 1 2 ○
Artes aplicadas y oficios artísticos
1 2 3 4 5 ○
Enseñanza Párvulos
Prescolar maternales
Enseñanza primaria
1 2 1 2 1 2 3 4 5 6 7 8 ○
Pre-school Education Enseignement préscolaire
Higher Education Enseignement supérieur
School year Année scolaire
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
Age
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21
Compulsory Education Scolarité obligatoire

	Explanatory list of terms	*Index*
	A. CLASSIFIED LIST	A. INDEX METHODIQUE
Escuela Maternal (3) 1 - 2	nursery schools for children from 2 - 4 years of age	écoles maternelles pour enfants de 2 à 4 ans
Escuela de Párvulos (3)	infant schools for those from 4 - 6 years of age	écoles enfantines pour enfants de 4 à 6 ans
Enseñanza Primaria (4.1)	primary education	enseignement primaire
Escuelas Unitarias (4.11)	schools in which one teacher is responsible for all subjects and all classes throughout the period of compulsory schooling	écoles d'un seul maître chargé de toutes les disciplines des différentes classes de la scolarité obligatoire
Escuela Graduada (4.11)	schools in which a different teacher is responsible for each grade throughout the period of compulsory school attendance	pour chaque classe de la scolarité obligatoire il y a un maître différent
Colegio Nacional (4.11)	Consists of 8 or more units under one headmaster who does not teach	il est constitué par 8 unités scolaires ou plus et dirigé par un directeur non chargé de cours
Primer ciclo	first stage	premier cycle
Instituto Nacional de Enseñanza Media (4.22) G II 4 (6)	national secondary school offering the lower and upper general secondary certificate courses	lycées nationaux de l'enseignement secondaire qui préparent au baccalauréat général élémentaire (et au baccalauréat général)
Sección Filial de Enseñanza Media (4.22) G II 4	affiliated school offering the lower secondary course	section filiale qui dépend des lycées préparant au baccalauréat élémentaire
Sección Delegada de Enseñanza Media (4.22) G II 4	branch school (attached to a national secondary school) offering the lower secondary course	section déléguée (annexe des lycées) préparant au baccalauréat élémentaire
Centro de Patronato de Enseñanza Media (4.22) G II 4 (6)	sponsored school offering both the lower and upper secondary certificate course	école de patronage préparant au baccalauréat élémentaire (et supérieur)
Colegio Libre adoptado (4.22) G II 4	school offering the lower secondary course	école préparant au baccalauréat élémentaire
Escuela de Aprendizaje V III 5	apprenticeship school giving vocational training for industry	école d'apprentissage donnant une formation professionnelle industrielle
Escuela de Maestria Industrial (4.3) v III 3	schools training foremen for industry	école professionnelle préparant les maîtres industriels
Segundo ciclo de la Enseñanza	second stage of education	deuxième cycle de l'enseignement
Instituto National de Enseñanza Media (4.23) G III 6	national secondary school offering the lower and upper secondary courses [1]	lycée national préparant au baccalauréat élémentaire et supérieur [1]
Centros de Patronato de Enseñanza Media (4.24) G III 6	as above	voir ci-dessus

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1. All national secondary schools offer both lower and upper secondary courses

1. Chaque institut national de l'enseignement secondaire comprend à la fois le niveau élémentaire et secondaire

	Explanatory list of terms	*Index*
Instituto Técnico de Enseñanza Media (5.4) V III 2	secondary school offering courses leading to the upper secondary technical certificate [1]	lycée technique préparant au baccalauréat technique supérieur [1]
Escuela pericial de Comercio (5.3) V III 3	commercial school preparing pupils for the commercial certificate (lower level)	école de commerce préparant au diplôme d'expert commercial
Escuela Profesional de Comercio (5.31) V III 3	school preparing students for the advanced commercial certificate [1]	école supérieure de commerce préparant au professorat de commerce [1]
Escuela Normal (6.1) T IV 2	primary teacher training school	école normale d'instituteurs préparant les futurs instituteurs et institutrices primaires
Escuela de Ingenieros técnicos (5.4) V IV 3	technical school training engineering technicians	école technique préparant au degré d'ingénieur technique
Escuela de formación de profesores de grado medio (7.1)	training school for secondary teachers of all categories	école de formation de professeurs de tous les enseignements du second degré

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[1] The technical institutes and advanced schools of commerce offer courses at a higher level than normal secondary education

[1] Les Instituts techniques et les écoles supérieures de commerce donnent un enseignement supérieur à celui donné par les écoles figurant dans le 2e cycle.

B. Alphabetical list

Centro de patronato de enseñanza media (4.22) (4.24)
Colegio libre adoptado (4.22)
Colegio nacional (4.11)
Enseñanza primaria (4.1)
Escuela de ingenieros técnicos (5.4)
Escuela de formación de profesores de grado medio (6.2)
Escuela de maestría industrial (4.3) (4.33)
Escuela de párvulos (3)
Escuela graduada (4.11)
Escuela maternal (3)
Escuela normal (6.1)
Escuela pericial de comercio (5.3)
Escuela profesional de comercio (5.31)
Escuelas unitarias (4.11)
Instituto nacional de enseñanza media (4.22) (4.23)
Instituto técnico de enseñanza media (5.4)
Sección delegada de enseñanza media (4.22)
Sección filial de enseñanza media (4.22)

SWEDEN

Description of school system

1 GENERAL PRINCIPLES OF EDUCATION

Since 1962 reforms have been introduced at all levels of the Swedish educational system, and in teacher training as well.

The 9-year compulsory school is now established throughout the country. Following the principle of continuous educational reform, the National Board of Education has already reviewed the compulsory school curriculum which has been in use since 1962. Parliament decided in December 1968 to adopt a revised curriculum to be instituted as from the academic year 1970-71.

The aim of Swedish educational policy is that all who so wish shall be able to continue from compulsory school to one of the voluntary schools—*gymnasium, fackskola* (continuation school) or vocational school—all of which require a prior nine-year compulsory school education. The new *gymnasium,* which was introduced in 1966, has been established throughout the country and the 2-year *fackskola* has also been established in more than half of the places where there is a *gymnasium.* A review of the curriculum for both these types of school has already been initiated. In December 1968, parliament decided that, as from the autumn term of 1971, *gymnasium, fackskola* and vocational school should be merged into a single upper secondary school offering education at different levels and with lines both for theoretical and practical training. At the same time vocational training will be reformed in respect of syllabus and organisation. Another part of the educational reform work relates to adult education. This education is being extended throughout the country to provide adults with the opportunity of education—theoretical or practical—which they did not receive in their youth. Through adult education persons who do not proceed beyond compulsory school will in future be able to continue their education. Adults who wish for a different or supplementary education will be able to get such education. Adult education is for the most part given in evening courses.

Education in Sweden is free up to and including the upper secondary school stage. The same applies to adult education under local government auspices. In the voluntary schools the pupils must often pay for school-books and study material. In the compulsory school these are free.

No division is made in the teaching between pupils of different sexes (the only exception being gymnastics).

2 ADMINISTRATION

2.1 The responsibility for the local administration of the school system—compulsory as well as secondary (*gymnasium, fackskola* and vocational school), and adult education under local government auspices—lies with the local School Board, which is elected by the highest municipal organs. (Exception : certain vocational training, including most of the training for nursing and similar service occupations).

2.2 The control of the state grant to schools and the inspection of all schools below university level is exercised on the regional plane by the County School Board This board also advises on pedagogical questions and appoints a large proportion of the teachers.

2.3 The central executive authority for the school system and for teacher training is the National Board of Education. The main responsibilities of the Board of Education are now to develop further the school system, to plan and co-ordinate, to rationalise (quantitatively and qualitatively), and to provide advice and service. In order that the Board may carry out these responsibilities, the routine supervision and a large number of administrative duties have been decentralised to the county school boards, local school boards, or headmasters.

2.4 Decisions of a general policy nature are made by the Ministry of Education. The Ministry's task is also to specify the allocation requirements for the educational system in accordance with parliament decision. The National Board of Education is an executive organ for the Ministry of Education.

3 PRE-PRIMARY EDUCATION

Pre-primary education is a voluntary form of schooling. It is under the supervision of the Social Welfare Board, *not* under the Board of Education—an arrangement which reflects its present nature and function. Schools of this type are so far to be found mainly in the towns. They take children between the ages of one and six. The pre-primary school system is, however, rapidly expanding, both in number, size and content. The question whether these institutions should be linked as a voluntary form of schooling to the compulsory school is being discussed among educationists and politicians. No studies or plans to this effect have however been as yet worked out.

4 PRIMARY AND SECONDARY EDUCATION (general, technical and vocational) (Stages I to III)

4.1 Compulsory school I II 9

Children start school in the autumn of the year in which they attain the age of 7. A typical feature of the compulsory school is that it has undifferentiated classes ; this means that to a large extent the pupils retain their classmates throughout the whole of their compulsory schooling. Only in the last three years are there certain alternative courses.

In the first six years (junior level, classes 1-3, and intermediate level, classes 4-6, the school offers the same courses to all pupils. There is nevertheless a large measure of individualisation. From the seventh year (start of senior level) there is a certain choice of subjects, but most of the time is spent on subjects compulsory to all (88 of the 105 periods per week in classes 7-9 taken as a whole). English is compulsory from class 3 to class 9. Pupils at senior level must choose between a minor and major course in English and mathematics. From class 7 every pupil must choose one of four optional groups : B-language (German or French), art, economics, technology (in class 7, 8 and 9 the optional subjects take up 4, 3 and 4 hours a week for each pupil). There is a major and a minor B-language course. Each optional group gives equal qualifications for continued study at the upper secondary school stage.

At senior level, furthermore, every pupil must participate in "freely chosen work" for 2 periods a week, i.e. a subject in which the pupil is specially interested.

At senior level more time is now devoted to aesthetic and practical subjects. In the "orientational" subjects (natural science, "civic orientation" and religion) a large part of the work is concentrated on work sectors, with integration of the subjects in consequence. No teaching aiming directly at professional work is given. In class 9 the pupils have two weeks of practical vocational guidance in the form of practical training on a job.

4.11 The above account relates to the new curriculum which is to start in the autumn of 1970. According to the present curriculum, which will be successively superseded, English is compulsory in classes 4-7 and thereafter voluntary. In classes 7 and 8 there are optional groups of subjects ; in class 9 the pupils are divided into nine lines at their own choice. Four of these lines have a practical emphasis.

4.12 In the compulsory school special teaching is given as help to physically and mentally handicapped pupils, either in the form of separate special instruction or in a so-called clinic. This means that the pupil attends an ordinary class, but for certain periods goes to another teacher or a clinic. There are also special classes for pupils with problems or a handicap of one kind or another.

4.2 *Gymnasium* G V III 3 (4)

After class 9 of the compulsory school the pupils may apply for entry to the *gymnasium*. Admission is based on the marks the applicant obtained in class 9 of compulsory school or corresponding level.

The new *gymnasium*, which started in 1966, has five lines : humanities, social sciences, economics (a vocational course, which confers the title "*gymnasium* economist"), natural sciences, and technology. It is a 3-year school and qualifies for entry to a university or higher educational establishment. Pupils in the technology line can continue for a fourth year and then become "*gymnasium* engineers".

In class 1, 70 % of the syllabus is the same for all pupils on all lines. Thereafter specialisation begins gradually. There is no final examination at the *gymnasium*. Tests established centrally by the Board of Education are given in certain subjects in classes 2 and 3. Inspectors travel round the *gymnasia* throughout the year to check marks and the standard of teaching and to give advice.

4.21 On the humanities line modern languages are the main subjects.

The line has four subdivisions : classical, semi-classical, social and aesthetic.

4.22 On the social sciences line the central subjects are civics and psychology. They are supported by continued courses in, among other subjects, mathematics and natural sciences.

The line has a social and an aesthetic subdivision.

4.23 On the economics line the main subjects are business economics and other economics subjects, and law. The line has a social and an aesthetic subdivision. During the third year the pupils are divided into four branches at their own choice : economics-languages, accounting, distribution, administration.

4.24 On the natural sciences line the main subjects are mathematics, physics, chemistry and biology.
There is no subdivision into branches.

4.25 The technology line has the same courses in natural science subjects as the natural sciences line. Technology is taught as from class 1.
In the third year there is a choice of four branches : mechanical engineering, building, electrical engineering, chemical engineering. In the fourth year there are six branches : mechanical engineering, civil engineering, construction engineering, electric power engineering, telecommunications, and chemical engineering.

4.3 *Fackskola* (continuation school) GV III 2

A new type of upper secondary school, the *fackskola*, has been established. It is a 2-year school and rather less theoretical than the gymnasium. Its object is to concentrate more on practical applications of the theoretical courses.
The *fackskola* has three lines, a social, an economics and a technical. The social line qualifies for continued education for, among other occupations, certain teaching, nursing and social welfare occupations. The two others qualify for industrial and trade occupations, and to some extent for continued education. Admission to the *fackskola* requires nine years of compulsory comprehensive school or corresponding education. Twenty five per cent of the vacancies are reserved for adult applicants who have either taken a vocational school course or have had at least three years employment in a trade or industry. Pupils on the technical line must work for nine months between classes 1 and 2 unless they have obtained such practice earlier.

4.4 Lower Secondary School gG II 3

4.5 Municipal Girls' School gG II-III 5-7

Both these forms of school are in the course of being abolished.

5 TECHNICAL AND VOCATIONAL EDUCATION (Stages III-IV v V III)

5.1 Swedish vocational education will be given a new organisation and new content through the reforms decided by parliament in December 1968. As already mentioned, the vocational school is to be merged with the *gymnasium* and *fackskola* into a single upper secondary school. The admission requirement will be the completion of compulsory schooling (in most cases 9-year comprehensive school).

5.2 The new integrated upper secondary school will have three main sectors : humanities-social science, economics, and natural science-technology. Within each sector there are different lines with subdivision into branches.

5.3 The vocational training part of the upper secondary school will, in principle, be a 2-year school, though both shorter and longer courses may be arranged.

The curricula have not yet been completed. The vocational training will be of a general character. The present vocational training, which consists of a large number of courses, each strictly specialised from the outset, is considered inappropriate owing to the rapid development on the labour market. The new, broad basis for vocational training assumes that a specialised training will be given in industry and commerce after the completion of schooling. The form for this specialised training has not yet been decided. Within the humanistic-social sector there will be, for example, a nursing and a consumer line. Within the economics sector there will be distribution and clerical lines. Within the natural science-technology sector there will be a large number of lines, e.g. electrical engineering, mechanics, building, food, technology, vehicle and graphic arts.

5.4 Vocational training will be organised in the form of so-called block training. This means that one starts with a broad, common education and goes on to specialisation later. In a base block the education is combined into elements common to the various vocations to which the line leads. Pupils aiming at different vocations within the line are taught together in this block. The subsequent blocks become narrower and narrower, i.e. more specialised.

5.5 Direct vocational training is given in the integrated subject vocational techniques, which comprises specialised theory and work technique.

5.6 In all vocational education there will be a greater element of general education than at present. Compulsory subjects for all pupils will be Swedish, introduction to working life, and gymnastics. In addition to this, there is a compulsory choice of at least one extra subject, e.g. English, civics, religion or mathematics.

5.7 A voluntary choice of subjects for pupils on vocational training will be possible, above all, in class 2. 12 periods a week at most may be allotted to optional subjects, the corresponding proportion of the subject vocational techniques being omitted. Only subjects which support or deepen the pupil's vocational studies may be chosen.

5.8 There are at present vocational schools at places where there is no general *gymnasium* unit. These vocational schools, which cannot be integrated with a *gymnasium* and *fackskola*, will be retained for the time being. They cover the most varied vocations.

5.9 Training for nursing occupations will, as previously, be organised to a large extent at independent units associated with the institutions concerned, e.g. nursing schools in conjunction with hospitals.

5.10 Independent vocational schools, e.g. for artistic training such as School of Arts, Crafts and Design, will continue to exist separately.

5.11 Higher or more qualified training is also given at vocational schools V III-IV. Some schools, for example, train physiotherapists, with courses corresponding to those given elsewhere at universities.

6 TEACHER TRAINING

6.1 Teacher training for the junior and intermediate levels of compulsory school is given at teacher training colleges. The requirement for admission to these colleges is a final certificate from a *facksola, gymnasium* or the like. This means that most candidates have reached the age of 18 when entering the teacher training colleges.

6.11 Junior level teachers tT III-IV 2½

Teacher training for the junior level of compulsory school comprises five terms, of which one, the fourth, is devoted to practical training in schools. The training includes subject studies, pedagogics, methodology and practical training. A basic course is given in eight subjects, more thorough studies in two of these. In these two subjects the student teacher acquires qualifications for teaching also at the intermediate level of the compulsory school.

6.12 Intermediate level teachers tT III-IV 3

Teacher training for the intermediate level of compulsory school comprises six terms. The fourth term is devoted to practical training in schools. The basic training comprises thirteen subjects. A deeper study is made in three of these subjects, in two of which the student teacher acquires qualifications for teaching at the senior level of compulsory school.

6.2 Special subject teachers T IV 3 + 1

Teacher training in special subjects for senior compulsory school level, *fackskola* and *gymnasium.*

Theoretical training is given at the universities providing a B.A. (*fil. kand.*) degree. There is a large number of subject combinations. It is proposed that students aiming at a teaching career should receive some pedagogical instruction and some practical training during their university studies.

After taking a university degree the student teacher receives practical training at a teacher training college. There are six colleges providing training at this level. The practical training course lasts for one year. The first term is spent entirely in the college but the tuition has certain practical elements (attending lectures as auditor, and training lessons). Every college has schools which it can use for practical training.

6.21 There is a possibility for intermediate level teachers to qualify through further training as special subject teachers at senior compulsory school level.

6.22 Senior Master T V

Training for senior master's appointments at *gymnasium* level.

At the *gymnasium,* apart from teachers with the training mentioned under 6.2 above (assistant masters), there are also senior masters. An appointment as senior master requires a higher academic degree, Licenciate in Philosophy. Many senior masters even have a Ph. D. degree. Bachelors of science in economics and graduate engineers can also become senior masters in their subject fields. Apart from this advanced theoretical training the same practical teacher training is required for a senior master's as for an assistant master's appointment.

6.3 Teachers at vocational schools tT ½

An appointment as teacher at a vocational school in vocational subjects requires training and practical experience in the vocation concerned, as well as practical teacher training. Practical teacher training is given at an Institute of Vocational Education. This training is to be reformed, and the intention is that the institutes of vocational training shall be incorporated in the teacher training colleges.

6.4 Teachers of aesthetic and practical subjects tT III-V

Teachers of aesthetic and practical subjects for different levels are trained at various colleges (handicraft teachers at the Training College for Handicraft Teachers, drawing teachers at the Art Teachers' Training College (incorporated in the School of Arts, Crafts and Design) (see 5.1)). This training is now being reviewed and reform plans are in progress.

7 OTHER FORMS OF FORMAL EDUCATION

7.1 Folk High School (Folkhögskola) GV IV-V-VI 1-3

The folk high school is a typically Scandinavian form of school for adults. The Swedish folk high schools have many different types of pupils and courses. The courses generally last for two or three years, each year covering 34 weeks of schooling. The aim is to provide a general education, but the majority of pupils come in order to obtain a basis for continued education. Although every folk high school draws up its own syllabus and there are no centrally established syllabuses, a folk high school course is assigned a specific qualification by the Board of Education. Many folk high schools have special courses in aesthetic subjects (music, art, theatre) and for prospective youth leaders. Shorter courses—from one week to a few months—are arranged on specific social, civic, cultural and aesthetic subjects. The folk high schools are usually boarding schools. The lowest age for admission is 18 years, but the average age is higher, over 21 years. The folk high schools co-operate closely with popular education and the voluntary movements.

7.2 Other adult education pt

The local School Boards have, since 1968, the responsibility for arranging adult education, chiefly in the form of evening courses. These follow the curricula for the senior level of the compulsory school, the *gymnasium*, *facksola*, and vocational school. The participants can study for full qualifications in the form of school attended or can study and acquire the corresponding qualifications in single subjects.

Adult education is also given in two state schools for adults, through radio and TV courses, correspondence courses, and courses arranged by the voluntary educational associations.

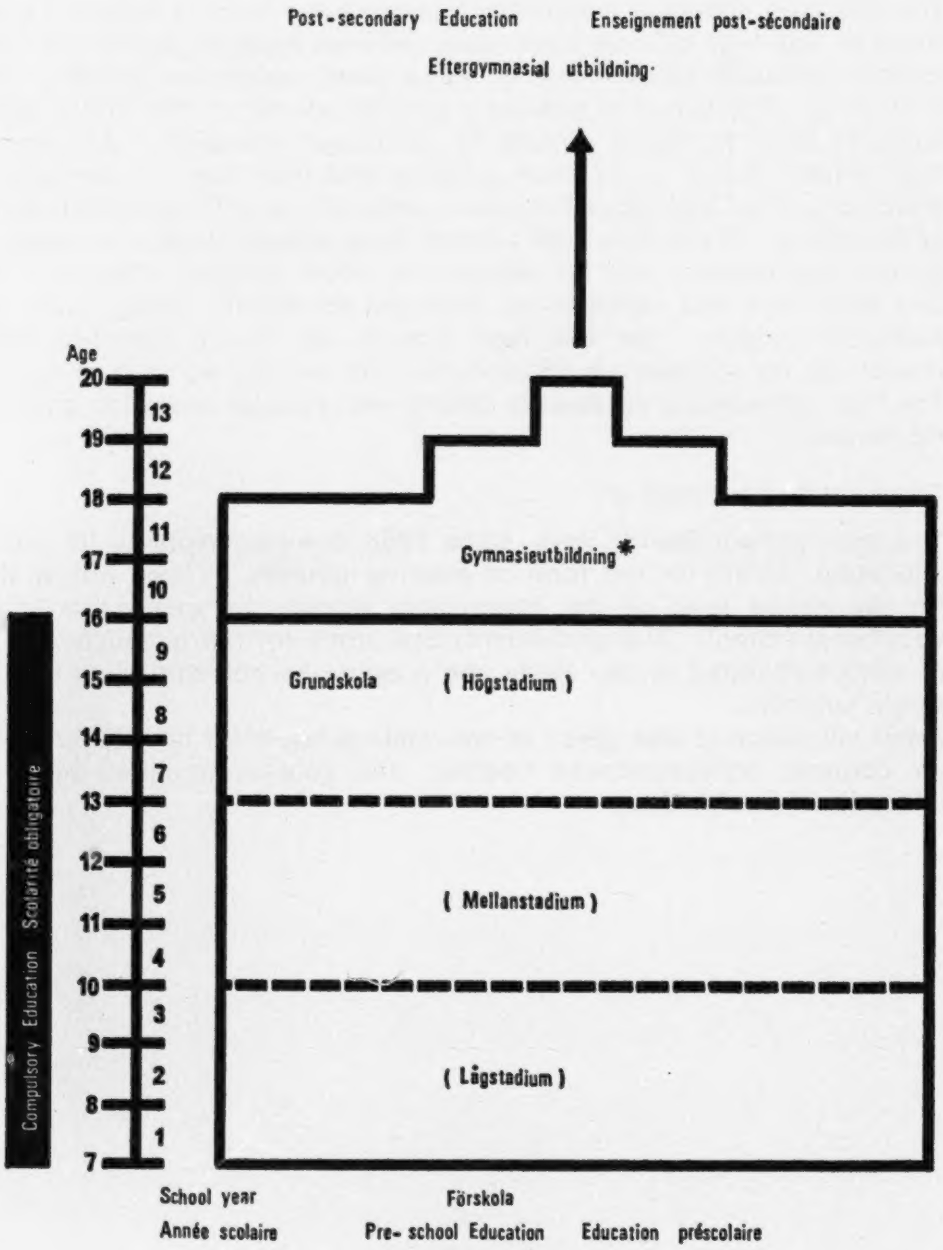
(1969)

Sweden
Suède

New System - Nouveau système

* { as from / à partir du : 1.7.1971 }

Diagram 1


Post-secondary Education
Enseignement post-sécondaire
Eftergymnasial utbildning
Age
20
19
18
17
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15
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13
12
11
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7
13
12
11
10
9
8
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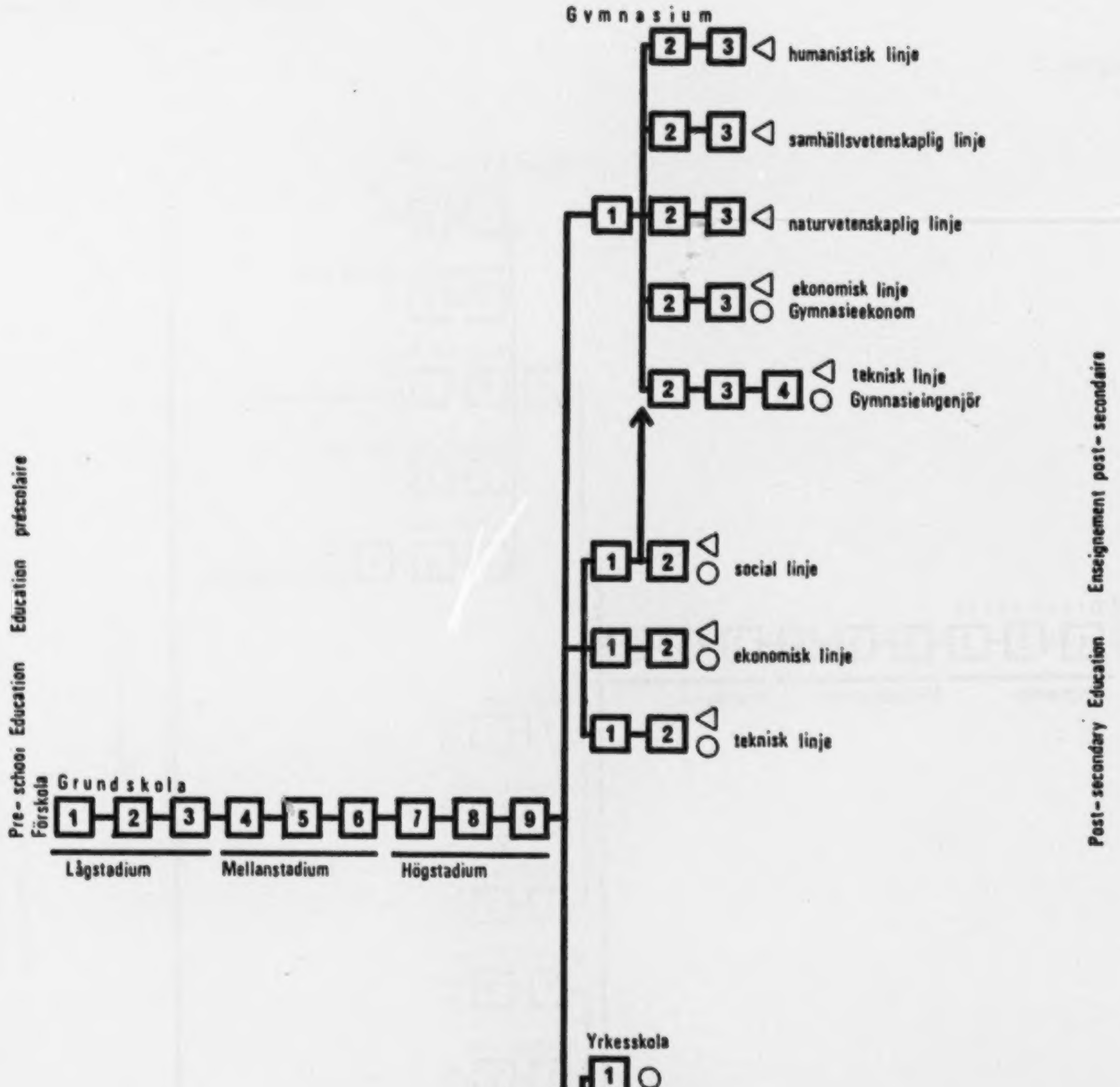
6
5
4
3
2
1
Compulsory Education Scolarité obligatoire
Gymnasieutbildning*
Grundskola
(Högstadium)
(Mellanstadium)
(Lågstadium)
School year
Année scolaire
Förskola
Pre- school Education
Education préscolaire

Sweden
Suède

Present System **Système actuel**

Diagram 2


Gymnasium
humanistisk linje
samhällsvetenskaplig linje
naturvetenskaplig linje
ekonomisk linje
Gymnasieekonom
teknisk linje
Gymnasieingenjör
social linje
ekonomisk linje
teknisk linje
Yrkesskola
Grundskola
Lågstadium
Mellanstadium
Högstadium
Pre-school Education Education préscolaire
Förskola
Post-secondary Education Enseignement post-secondaire
School year Année scolaire
Age
Compulsory Education Scolarité obligatoire

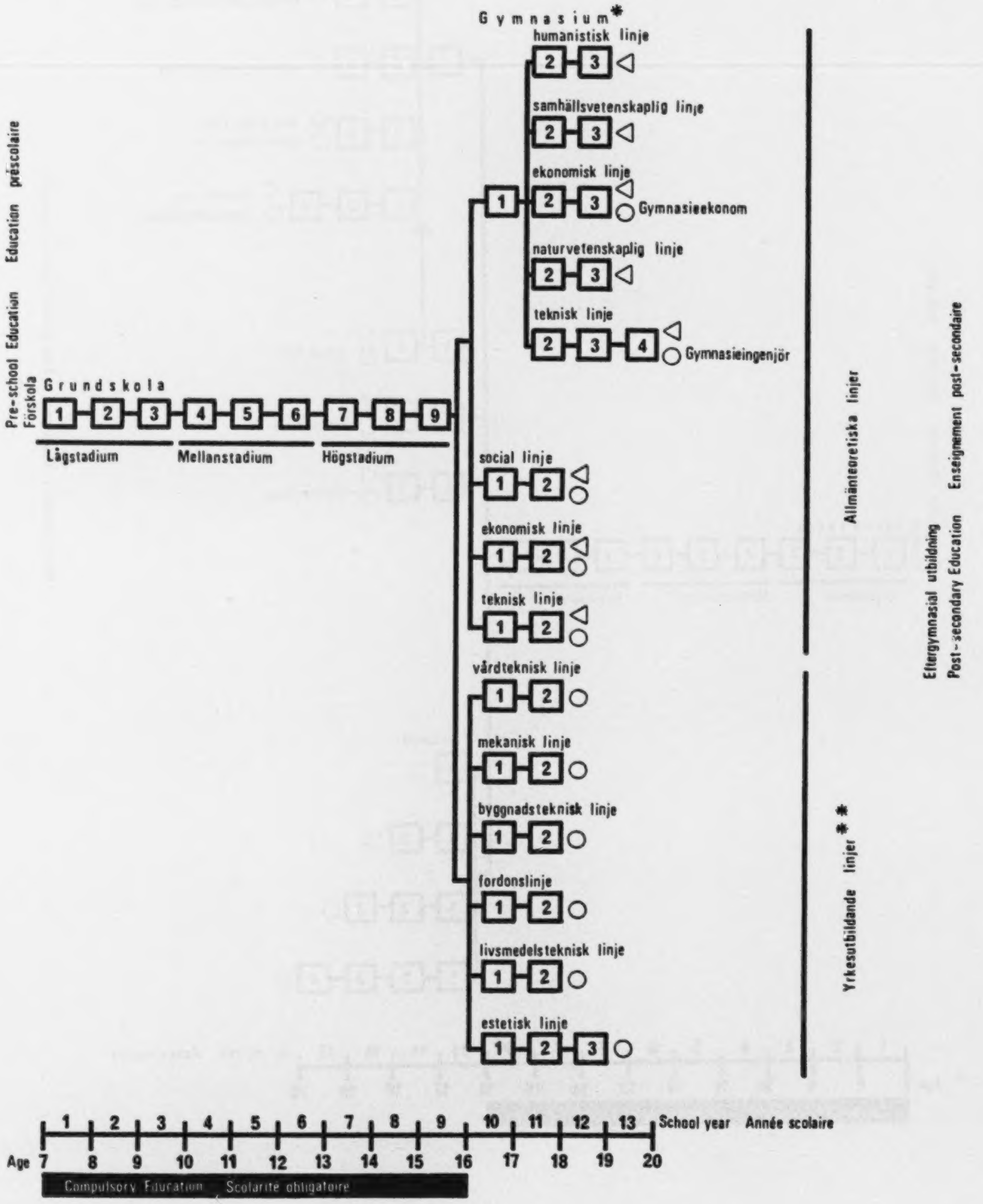
Sweden
Suède

New System Nouveau Système

* { as from / à partir du : 1.7.1971 }

**only examples of a certain number of "linjer" uniquement des exemples d'un certain nombre de "linjer"

Diagram 3


Pre-school Education Education préscolaire
Förskola
Grundskola
1 2 3 4 5 6 7 8 9
Lågstadium
Mellanstadium
Högstadium
Gymnasium*
humanistisk linje
samhällsvetenskaplig linje
ekonomisk linje
Gymnasieekonom
naturvetenskaplig linje
teknisk linje
Gymnasieingenjör
social linje
ekonomisk linje
teknisk linje
vårdteknisk linje
mekanisk linje
byggnadsteknisk linje
fordonslinje
livsmedelsteknisk linje
estetisk linje
Allmänteoretiska linjer
Yrkesutbildande linjer **
Eftergymnasial utbildning
Post-secondary Education
Enseignement post-secondaire
School year Année scolaire
1 2 3 4 5 6 7 8 9 10 11 12 13
Age 7 8 9 10 11 12 13 14 15 16 17 18 19 20
Compulsory Education Scolarité obligatoire

	Explanatory list of terms	*Index*
	A. CLASSIFIED LIST	A. INDEX METHODIQUE
Förskola (3)	Pre-primary school	établissement préscolaire
Grundskola (4.1) I II 9	nine-year compulsory school	école unique obligatoire
Lågstadium (4.1) I 3	junior level of the compulsory school	cycle inférieur de l'école unique
Mellanstadium (4.1) II 3	intermediate level of the compulsory school	cycle moyen de l'école unique
Högstadium (4.1) II 3	senior level of the compulsory school	cycle supérieur de l'école unique
Gymnasium (4.2) III 3 (4)	*Gymnasium,* upper secondary school	deuxième cycle de l'enseignement secondaire qui mène à l'enseignement supérieur
Humanistisk linje (4.21) G III 3	humanities line of the upper secondary school	Section Humanités
Samhällsvetenskaplig linje (4.22) G III 3	social sciences line of the upper secondary school	Section sciences sociales
Ekonomisk linje (4.23) G V III 3	economics line of the upper secondary school	Section sciences économiques
Naturvetenskaplig linje (4.24) G III 3	natural sciences line of the upper secondary school	Section sciences naturelles
Teknisk linje (4.25) G V III 3 (4)	technology line of the upper secondary school	Section technique
Fackskola (4.3) gG vV III 2	continuation school	Ecole professionnelle spécialisée
Social linje (4.3) gG vV III 2	social sciences line of the continuation school	Section sociale de l'école professionnelle spécialisée
Ekonomisk linje (4.3) gG vV III 2	economics line of the continuation school	Section économique de l'école professionnelle spécialisée
Teknisk linje (4.3) gG vV III 2	technical line of the continuation school	Section technique de l'école professionnelle spécialisée
Realskola (4.4) gG II 3	lower secondary school in the old school system	Ecole primaire obligatoire
Kommunal flickskola (4.5) gG II-III 5-7	girls' municipal school in the old school system	Ecole communale de jeunes filles
Folkhögskola (7.1) G V II-IV 1 - 3	folk high school	Université populaire
Annan vuxenutbildning (7.2) pt	other adult education	Autre éducation populaire
Yrkesutbildning (5.1) vV III	Vocational education	Formation professionnelle
Lärarutbildning (6)	teacher training	Formation des enseignants
Småskollärare (6.11) tT III-IV 2 ½	teacher at the junior level of the compulsory school	Instituteurs du 1er stade de l'école unique obligatoire
Folkskollärare (6.12) tT III-IV 3	teacher at the intermediate level of the compulsory school	Instituteurs pour le 2^{e} stade de l'école unique obligatoire
Lärare i läroämnen (6.2) T IV 3 + 1	teacher at the senior level of the compulsory school and at the upper secondary school	Professeurs enseignant au 3^{e} stade de l'école unique obligatoire et dans l'enseignement secondaire supérieur

	Explanatory list of term	*Index*
Lektor (6.22) T V	senior master at the upper secondary school	Professeur de l'enseignement secondaire supérieur
Lärare vid yrkesskolor (6.3) t T - 1/2	vocational teacher	Professeurs dans les établissements de l'enseignement professionnel
Lärare i övningsämnen (6.4) t T - III-V	teachers of practical and aesthetic subjects	Professeurs des disciplines pratiques et esthétiques

B. Alphabetical list

Ekonomisk linje (4.23) (4.3)
Fackskola (4.3)
Folkhögskola (7.1)
Folkskollärare (6.12)
Förskola (3)
Grundskola (4.1)
Gymnasium (4.2)
Högstadium (4.1)
Humanistisk Linje (4.21)
Kommunal Flickskola (4.5)
Lektor (6.22)
Lärarutbildning (6)
Lärare i läroämnen (6.2)
Lärare i övningsämnen (6.4)
Lärare vid Yrkesskolor (6.3)
Lågstadium (4.1)
Mellanstadium (4.1)
Naturvetenskaplig Linje (4.24)
Realskola (4.4)
Samhällsvetenskaplig linje (4.22)
Småskollärare (6.11)
Social linje (4.3)
Teknisk linje (4.25) (4.3)
Annan vuxenutbildning (7.2)
Yrkesutbildning (5.1)

SWITZERLAND

Description of school system

1 GENERAL PRINCIPLES

As Switzerland has no centralised administration in the field of education, there is no Minister of National Education. In educational matters each of the twenty-five cantons and half-cantons is autonomous. For this reason we find a great diversity of educational systems, teaching programmes, text-books and school nomenclature. We therefore have to restrict ourselves to general indications, as a detailed and complete description of the educational systems of Switzerland would require an extensive study.

1.1 The role of the Confederation
As stated above, the Confederation's part is of a limited importance. Nevertheless, several points should be mentioned.

1.2 According to Article 27 of the Federal Constitution, primary education is compulsory for all children and in public schools, free of charge. The public schools must be open to the members of all religious denominations, without any restriction upon their freedom of thought or faith.

1.3 Furthermore, the Federal Constitution (Articles 34 (3), 14, 44) authorises the Confederation to legislate in the field of vocational training for industry, arts and crafts, commerce, agriculture and home economics.

1.4 According to Article 27, the Confederation is moreover authorised to set up, besides the Swiss Federal Institute of Technology, a federal university and other educational establishments of higher grade.

1.5 The physical training of boys is regulated by the federal ordinances of 7 January 1947, which are based on the country's military legislation.

1.6 The post of school medical officer has been established in all cantons, in virtue of Article 69 of the Federal Constitution and of a federal law of 13 June 1928, concerning the prevention of tuberculosis.

1.7 In addition, the Federal Council has passed an "Order concerning the recognition of the graduation certificates" (*Matura, maturité,* of a standard similar to the British General Certificate of Education at Advanced Level), regulating admission to the Swiss Federal Institute of Technology and to the faculties of medicine of the universities.

1.8 Mention should also be made of the setting up of the Swiss National Fund for Scientific Research and the adoption of a new article in the Federal Constitution (27 (4)) concerning grants for students and other financial assistance for education.

2 ADMINISTRATION

(The role of the cantons and communes)

According to Articles 27 and 27b of the Federal Constitution, "organisation, direction and supervision of primary schools fall within the competence of the cantons".

2.1 In fact, apart from the matters included under 1.1, all educational affairs are the responsibility of the cantons. The cantons in turn have delegated part of their competence to the local authorities, particularly the organisation and direction of primary education.
Thus, each canton has its own school legislation, structure and administration and this naturally has led to considerable differences between one region and another.

2.2 Private schools

All cantons permit the setting up of private schools at all levels, with the exception of one canton which forbids private schools for primary education. It depends on the cantonal provisions, which are very different, whether these educational establishments are supervised and subsidised by the state or not. A special status is granted to the Swiss schools abroad, and also to the French school at Berne and the lower secondary school at Andermatt, which are intended particularly for the children of federal civil servants. In certain Catholic cantons, secondary education is given in denominational schools only, which enjoy a privileged situation as regards aid from public funds, recognition of diplomas etc.

2.2 Special education for handicapped children is also given to a considerable extent by private institutions which are subsidised by the public authorities.

2.3 Although the structure of public instruction varies from one canton to another, an attempt is made in the following paragraphs to summarise the organisation of education in Switzerland.

2.4 The educational levels are :

3-4 to 6-7 years : pre-school education ;

6-7 to 15-16 years : compulsory education which comprises the lower and upper divisions of primary education (the latter beginning after the 3rd, 4th, 5th or 6th school-year, according to the varying regulations of the different cantons) ; and the lower division of secondary education ;

15-16 to 18-20 years : general and technical secondary education (upper division); other studies after the completion of compulsory education ;

after 18-20 years : higher education.

3 PRE-SCHOOL EDUCATION

3.1 Pre-school education, provided either in private or public schools, is optional in the whole of Switzerland. In Geneva, however, a special arrangement places the first year of compulsory education in the preparatory school (*kindergarten*).

4 PRIMARY AND SECONDARY EDUCATION (general, technical and vocational) (Stages I to III)

4.1 Primary education begins, in accordance with varying cantonal regulations, at the age of 6 or 7 years ; it is compulsory ; in its lower grades it is based on a common curriculum. The schools may be mixed or schools for boys or girls. Generally there is no difference of syllabus between urban and rural schools. The duration of compulsory education varies from 7 to 9 years in the various cantons. Where it is less than 9 years, there is often an optional 8th or 9th year. One canton has just instituted an optional 10th year.

4.2 After the 3rd, 4th, 5th or 6th school year, there is a subdivision into 2, 3 or 4 types of instruction, according to the intellectual abilities or future careers of the pupils. The nature of this subdivision is determined by the educational organisation of the canton and by the number of pupils. These different types of instruction are arranged either in parallel courses between which there exists, in certain circumstances, the possibility of transfer, or in grouped courses. They may have different names from one canton to another, but they all have one and the same object : to prepare the pupils for the different types of upper secondary education. There are, therefore, practical sections, sections having a more or less commercial or technical character, and classical sections preparing for the *gymnasium*.
These varying types of instruction are intended to facilitate not only the needs of vocational guidance, but also assessment of abilities. The programme of the final classes—practical or pre-vocational sections—has been amplified by the introduction of optional subjects (modern languages, technical drawing). In the other sections of the upper grades of compulsory education the teaching of a second modern language, i.e. a second national language, is compulsory for all pupils ; in German-speaking Switzerland it is French, in French-speaking Switzerland it is German, in Italian-speaking Switzerland French or German, and in Romansh-speaking regions it is German. Preparation for the classical type of upper secondary education includes the study of Latin and, in some cases, of Greek as well as of Latin.

4.3 A special education is provided for handicapped (mentally retarded, abnormal, maladjusted) children, either in special classes belonging to the public schools or in specialised institutions, public or private.

4.4 Secondary education (upper division)
Pupils who do not want to continue their studies after the completion of compulsory education, either in general education or in specialised training, are obliged, in 17 cantons and half-cantons (in 18 cantons so far as girls are concerned) to attend complementary non-professional courses which last, according to the varying regulations of the cantons, from half a year to 4 years. This part-time study includes, besides lessons in the mother tongue, single-entry book-keeping, training in citizenship and, in rural areas, elements of an agricultural education (for girls : lessons in housekeeping).

4.5 Vocational education can be obtained in apprenticeship combined with professional continuation courses, or in vocational schools of different types. Some of these types of schools (commercial schools, sections preparing for the graduation examination qualifying for admission to a university, technical schools) can, under certain conditions, prepare for higher studies.
There are also agricultural schools.

4.6 Among these secondary schools must be mentioned the teacher training schools where primary teachers are trained. Except in the Cantons of Basle-City and Geneva, pupils enter the training school at the age of 15 or 16 years and acquire a general and professional education lasting 4 or 5 years. At Basle and Geneva, however, this education is obtained at the university in a 2 or 3-year course after acquiring the school-leaving certificate (advanced level). Kindergarten and home economics teachers are trained in special colleges (see also 6).

4.7 Secondary general education (upper level)

4.71 First, a short course (g III 2 or 3) which is intended mainly for girls ; it is a broadly based course which enables them to bridge the gap between the end of their compulsory education and their entry to those vocational schools which have a minimum entrance age of 17 or 18 (e.g. schools of social work, training schools for *kindergarten* teachers).

4.72 Second, an extended course (4 or 5 years) preparing for the federal or cantonal leaving certificate and qualifying for admission to a university ; this admission may be a general or a limited one, according to the type of leaving certificate. At the federal level there are three types of leaving certificate : A = Latin-Greek ; B = Latin-modern languages ; C = Mathematics-science. Only type A gives admission to all faculties. This regulation is about to be revised.

5 TECHNICAL AND VOCATIONAL EDUCATION (Stage IV)

No separate account of the great variety of provision can be included in this short summarised account.

6 TEACHER TRAINING (see also 4.6)

6.1 The teachers of upper primary or lower secondary grades (for pupils of 10 to 12, 15 to 16 years) are generally trained at the university (2 or 3 years of studies) and they can choose one of two sections, history and languages, or mathematics and science. Only the Canton of St. Gall has a training college which does not form part of a university for these teachers.

6.2 Teachers of upper secondary education are all trained at universities. A full university course of four years is thus obligatory for those wishing to obtain a teaching diploma at this level.

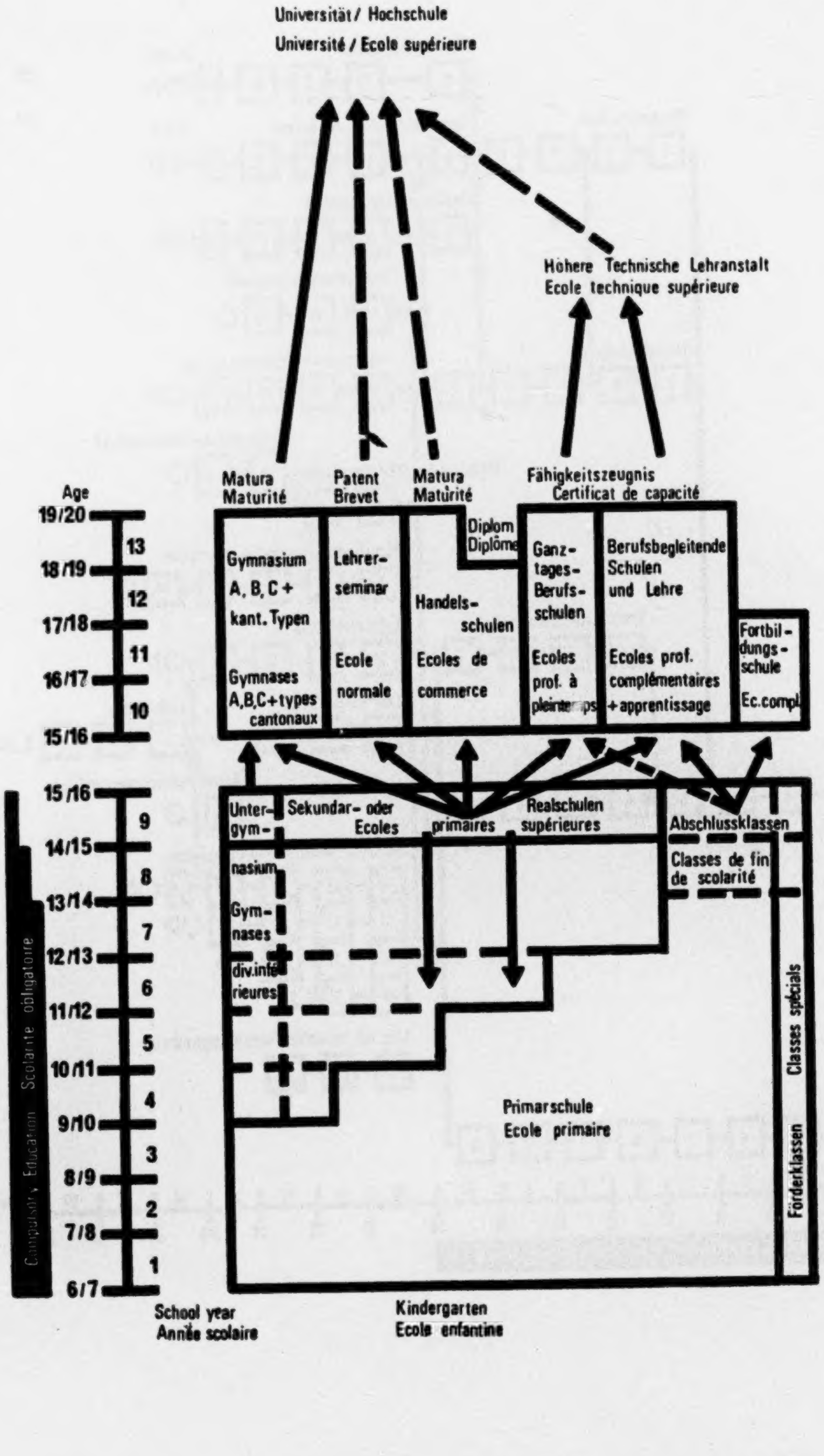
6.3 Specialist teachers of handicapped children are trained at one of the three following universities (Fribourg, Geneva, Zurich) in seminars concerned with special educational treatment.

Although it has not been possible to give a detailed account of our educational organisation which comprises, in fact, 25 systems, it should be emphasised that the Swiss schools, in spite of their diversity, are all animated by the same spirit of freedom, tolerance and solidarity, and that the democratisation of education corresponds not only to economic requirements, but also to the political and social ideas of our country.

(1968)

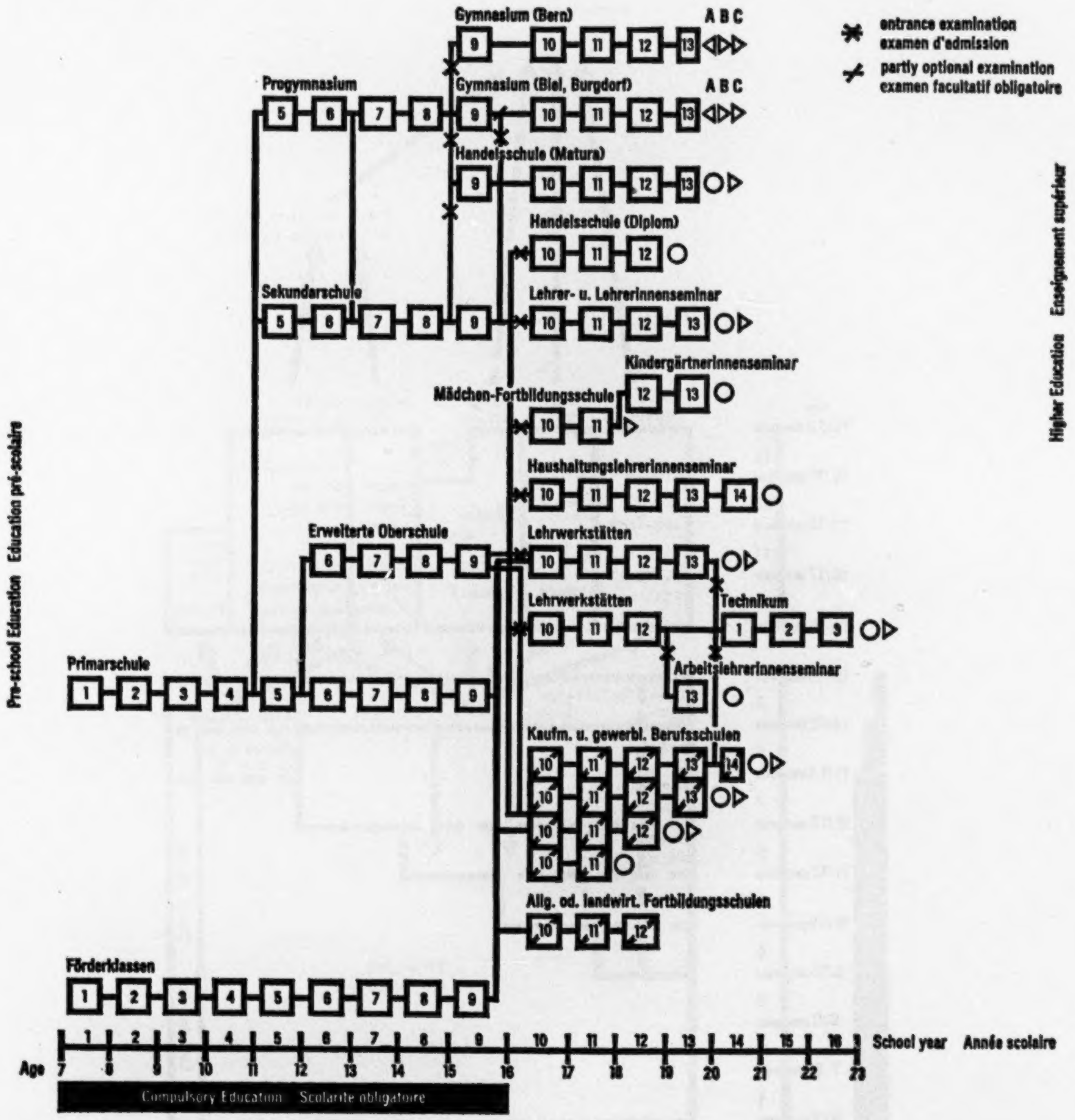
Switzerland
Suisse

Diagram 1


Universität / Hochschule
Université / Ecole supérieure
Höhere Technische Lehranstalt
Ecole technique supérieure
Matura
Maturité
Patent
Brevet
Matura
Maturité
Fähigkeitszeugnis
Certificat de capacité
Age
19/20
18/19
17/18
16/17
15/16
15/16
14/15
13/14
12/13
11/12
10/11
9/10
8/9
7/8
6/7
13
12
11
10
9
8
7
6
5
4
3
2
1
Gymnasium
A, B, C +
kant. Typen
Gymnases
A,B,C+types
cantonaux
Lehrer-
seminar
Ecole
normale
Diplom
Diplôme
Handels-
schulen
Ecoles de
commerce
Ganz-
tages-
Berufs-
schulen
Ecoles
prof. à
plein temps
Berufsbegleitende
Schulen
und Lehre
Ecoles prof.
complémentaires
+ apprentissage
Fortbil-
dungs-
schule
Ec.compl.
Unter-
gym-
nasium
Gym-
nases
div.infé-
rieures
Sekundar- oder
Ecoles
primaires
Realschulen
supérieures
Abschlussklassen
Classes de fin
de scolarité
Classes spéciales
Förderklassen
Primarschule
Ecole primaire
Compulsory Education   Scolarité obligatoire
School year
Année scolaire
Kindergarten
Ecole enfantine

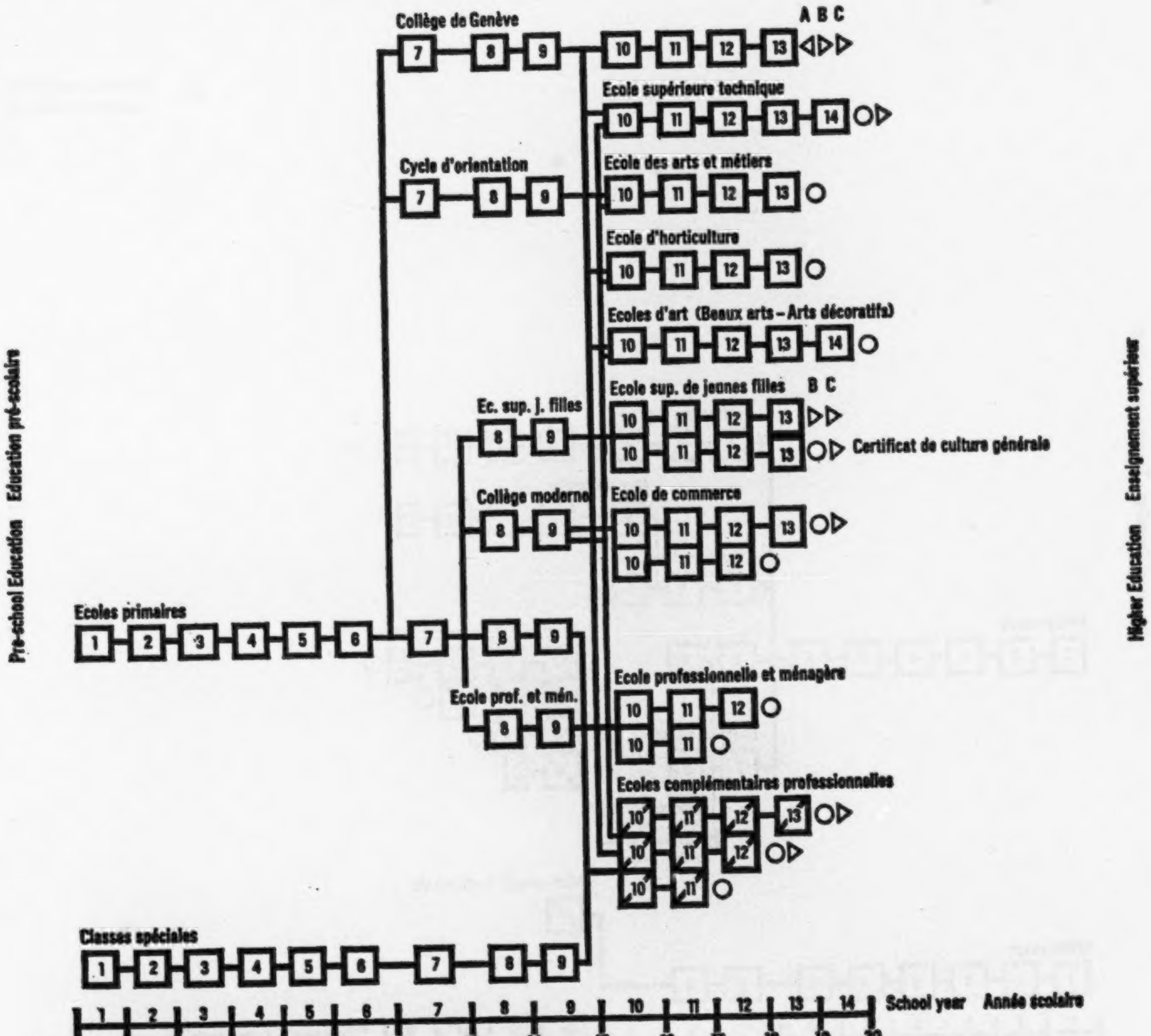
Switzerland/Suisse
Bern

Diagram 2


Gymnasium (Bern)
A B C
Progymnasium
Gymnasium (Biel, Burgdorf)
Handelsschule (Matura)
Handelsschule (Diplom)
Sekundarschule
Lehrer- u. Lehrerinnenseminar
Kindergärtnerinnenseminar
Mädchen-Fortbildungsschule
Haushaltungslehrerinnenseminar
Erweiterte Oberschule
Lehrwerkstätten
Technikum
Arbeitslehrerinnenseminar
Primarschule
Kaufm. u. gewerbl. Berufsschulen
Allg. od. landwirt. Fortbildungsschulen
Förderklassen
entrance examination
examen d'admission
partly optional examination
examen facultatif obligatoire
Higher Education Enseignement supérieur
Pre-school Education Education pré-scolaire
School year Année scolaire
Age
Compulsory Education Scolarité obligatoire

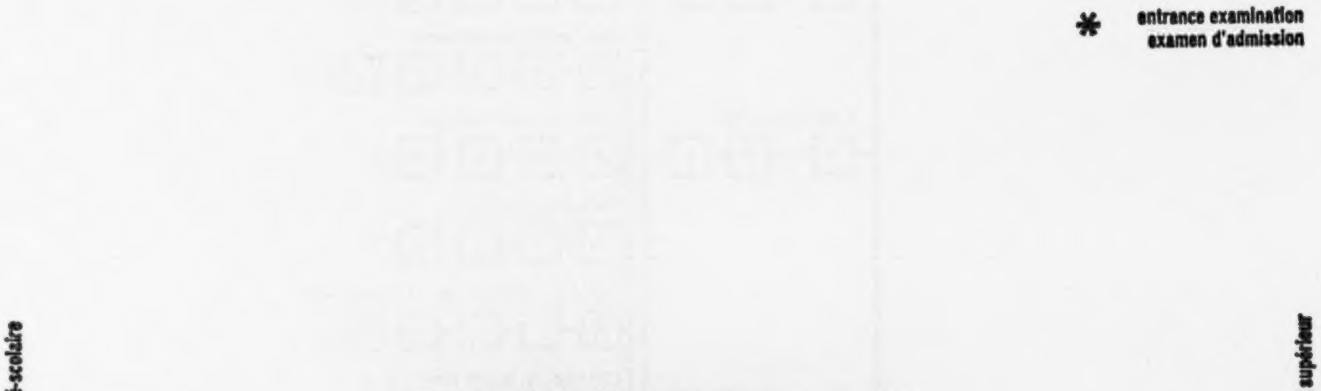
Switzerland/Suisse
Genève

Diagram 3


Collège de Genève
A B C
Ecole supérieure technique
Cycle d'orientation
Ecole des arts et métiers
Ecole d'horticulture
Ecoles d'art (Beaux arts - Arts décoratifs)
Ecole sup. de jeunes filles B C
Ec. sup. j. filles
Certificat de culture générale
Collège moderne
Ecole de commerce
Ecoles primaires
Ecole prof. et mén.
Ecole professionnelle et ménagère
Ecoles complémentaires professionnelles
Classes spéciales
School year Année scolaire
1 2 3 4 5 6 7 8 9 10 11 12 13 14
Age
6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
Compulsory Education Scolarité obligatoire
Pre-school Education Education pré-scolaire
Higher Education Enseignement supérieur

Switzerland/Suisse
Glarus

Diagram 4


* entrance examination
examen d'admission
Pre-school Education Education pré-scolaire
Higher Education Enseignement supérieur
Gymnasium Typen
A B
C
Oberrealschule
Sekundarschule
Primarschule
Berufl. Fortbildungsschulen
Abschlußklassen
Handwerkerschule
Nicht-berufl. Fortb.schule
Hilfsklassen
School year Année scolaire
Age
Compulsory Education Scolarité obligatoire

Switzerland/Suisse
Wallis

Diagram 5

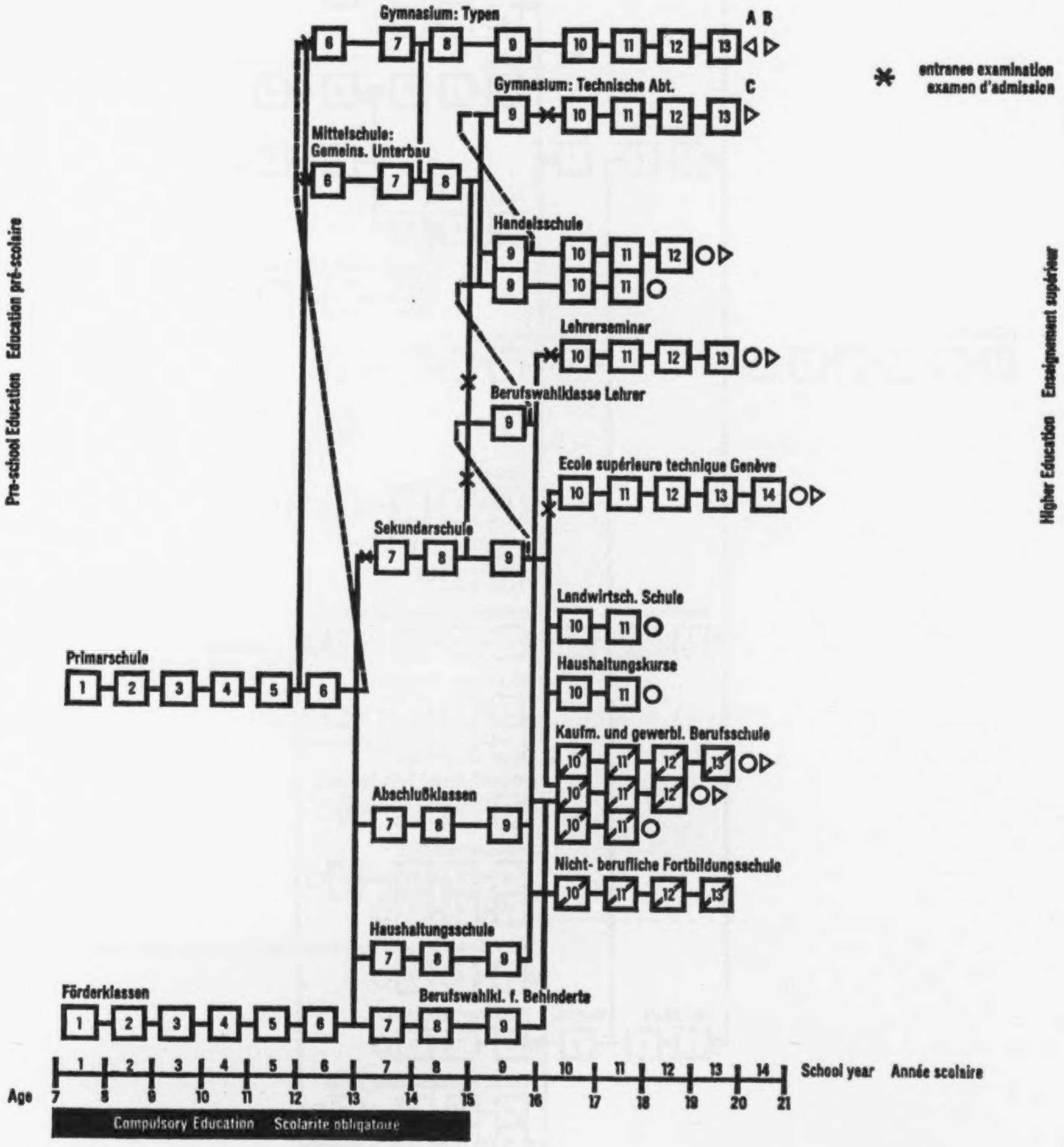
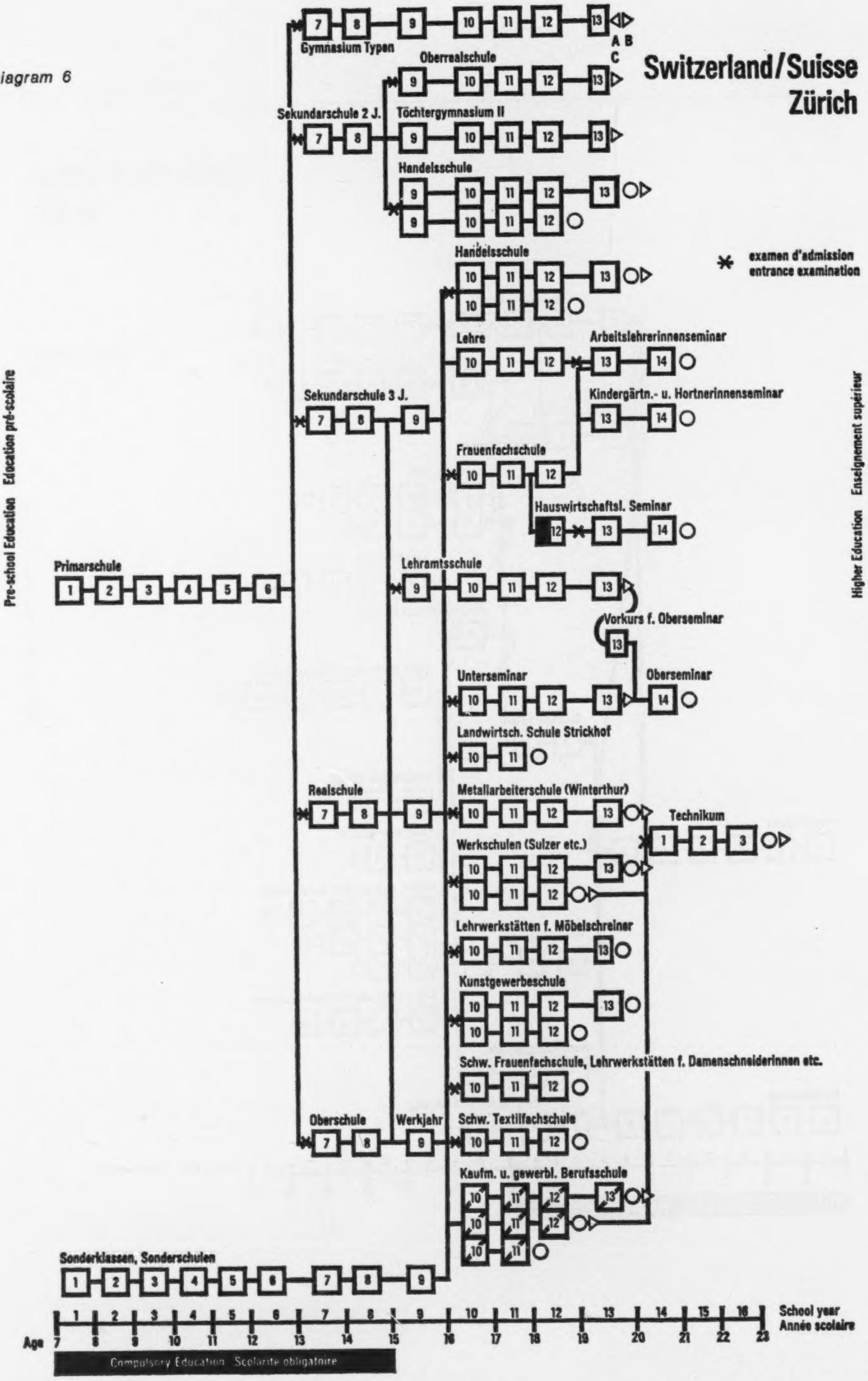

Gymnasium: Typen
A B
Gymnasium: Technische Abt.
C
entrance examination
examen d'admission
Mittelschule: Gemeins. Unterbau
Handelsschule
Lehrerseminar
Berufswahlklasse Lehrer
Ecole supérieure technique Genève
Sekundarschule
Landwirtsch. Schule
Haushaltungskurse
Kaufm. und gewerbl. Berufsschule
Primarschule
Abschlußklassen
Nicht- berufliche Fortbildungsschule
Haushaltungsschule
Förderklassen
Berufswahlkl. f. Behinderte
Pre-school Education
Education pré-scolaire
Higher Education
Enseignement supérieur
School year
Année scolaire
Age
7 8 9 10 11 12 13 14 15 16 17 18 19 20 21
1 2 3 4 5 6 7 8 9 10 11 12 13 14
Compulsory Education
Scolarite obligatoire

Diagram 6

Switzerland/Suisse
Zürich


Gymnasium Typen
A B C
Oberrealschule
Sekundarschule 2 J.
Töchtergymnasium II
Handelsschule
Handelsschule
* examen d'admission
entrance examination
Lehre
Arbeitslehrerinnenseminar
Sekundarschule 3 J.
Kindergärtn.- u. Hortnerinnenseminar
Frauenfachschule
Hauswirtschaftsl. Seminar
Pre-school Education
Education pré-scolaire
Primarschule
Lehramtsschule
Vorkurs f. Oberseminar
Unterseminar
Oberseminar
Landwirtsch. Schule Strickhof
Realschule
Metallarbeiterschule (Winterthur)
Technikum
Werkschulen (Sulzer etc.)
Lehrwerkstätten f. Möbelschreiner
Kunstgewerbeschule
Schw. Frauenfachschule, Lehrwerkstätten f. Damenschneiderinnen etc.
Oberschule
Werkjahr
Schw. Textilfachschule
Kaufm. u. gewerbl. Berufsschule
Sonderklassen, Sonderschulen
Higher Education
Enseignement supérieur
School year
Année scolaire
Age
Compulsory Education Scolarité obligatoire

Index	*Explanatory list of terms*
A. INDEX METHODIQUE	A. CLASSIFIED LIST
Enseignement préscolaire - Erziehung im Vorschulalter - Educazione prescolastica (3)	Pre-school education (3)
Jardin d'enfants - Kindergarten - Casa dei bambini *Classes enfantines - Kleinkinderschule* *Ecoles maternelles* *Classes semi-enfantines*	Nursery schools (3.1)
Enseignement primaire I - trois, quatre, cinq ou six ans - Primarunterricht - Istruzione elementare (4)	Primary education (4)
Ecole primaire (inférieure) - Primarschule, Gemeindeschule, Elementarschule, Volksschule - Scuola elementare (4.1)	Lower level of primary schools (4.1)
Ecole primaire (supérieure) g II *deux à cinq ans - Primarschule Oberstufe - Scuola maggiore* (4.2)	Upper level of primary schools (4.2)
Classes finales - Oberschule *Classes de fin de scolarité - Abschlussklassen - Scuole di economia domestica* *Classes d'observation - Werkschule - Scuola preprofessionale* *Classes préprofessionnelles - Handwerkerschule Berufswahlklassen - Scuola di avviamento artigianale, agricolo e commerciale* (4.3)	Last year of compulsory education for less able pupils (4.3)
Ecole secondaire inférieure g (v) II *trois ou cinq ans - Sekundarschule, Realschule* (4.2)	Lower secondary school (4.2)
Gymnase, Section inférieure - Bezirksschule, Progymnasium - Ginnasio, Sezione inferiore, Collège G II 3 *Ecole supérieure de jeunes filles, section inférieure - Untere Mittelschule, Gymnasium Unterstufe, Kantonsschule Unterstufe, Kollegium Unterstufe* (4.2)	Lower classes of secondary education leading to higher education (4.2)
Enseignement secondaire supérieur - Mittelschul- und Berufsschulunterricht - Insegnamento secondario (4.4)	Secondary education upper level (4.4)
Général - Allgemeinbildend - Generale	General
Cours complémentaires non professionnels - Allgemeine oder nichtberufliche Fortbildungsschulen (4.4)	General non-vocational courses (4.4)

Index	*Explanatory list of terms*
Ecoles supérieures de jeunes filles, section de culture générale - Höhere Töchterschulen Mädchenoberschule, Höhere Mädchenschule, Forbildungsabteilung (4.71) g III 4 (5)	Secondary general schools for girls (4.71)
Gymnase, section supérieure Gymnasium Oberstufe - Ginnasio, Sezione superiore (4.72) *Collège, section supérieure - Kollegium Oberstufe* *Lycée - Kantonschule Oberstufe, Ecole Industrielle*	Secondary schools leading to higher education (4.72)
Ecole supérieure de jeunes filles, sections classique, moderne, scientifique (4.72) *Lycée cantonal de jeunes filles* G III *quatre ou cinq ans*	Secondary school for girls with classical, scientific and modern sections, giving access to some types of higher education
Certificat de maturité - Maturitätszeugnis - Attestato de maturità	School-leaving certificate (advanced level)
Enseignement technique et professionnel - Berufsbildende Schulwesen - Educazione Professionale (4.4)	Technical and vocational education (4.4)
Apprentissage et cours complémentaires professionnels - Berufslehre und berufliche Fortbildungsschule, Gewerbeschulen, Frauenfachschule - Tirocinio e corsi per apprendisti (4.5) III *trois ou quatre ans* pt	Apprentice and trade schools (4.5)
Ecoles atelier - Lehrwerkstätten - Scuole laboratorio	Full-time workshop schools
Ecoles professionnelles supérieures - Höhere Berufsschulen - Scuole professionali	Technical colleges (full-time)
Ecoles d'art - Kunstgewerbeschulen *Ecoles commerciales - Handelsschulen - Scuola di commercio* *Ecoles agricoles - Landwirtschaftl. Schulen - Scuola d'agricoltura* *Ecoles ménagères - Hauswirtschaftl. Schulen - Scuole di economia domestica* V v III *trois à quatre ans*	Specialised technical colleges (full-time schools)
Technicum - Technikum - Scuola tecnica	Colleges of technology
Institutions pour la formation du corps enseignant - Lehrerbildungsanstalten - Istituzioni per la formazione dei maestri T III 2-5, IV 2-5	Teacher training

Index	*Explanatory list of terms*
Ecole normale - Seminar - Scuola Magistrale (4.6)	Normal school for pre-primary teachers (4.6)
- pour jardinières d'enfants - für Kindergärtnerinnen - per maestre delle case dei bambini (4.6)	
- pour instituteurs primaires - für Primarlehrer - per maestri elementari (4.6)	— for primary teachers (4.6)
- pour maîtresses ménagères - für Hauswirtschaftslehrerinnen - per maestre dell'economia domestica (4.6)	— for teachers of domestic science (4.6)
Université, Section pédagogique - Universität, Pädagogisches Seminar, Lehramtsschule	Teacher training at university level
- pour enseignants d'écoles secondaires inférieures - für Sekundarlehrer, Mittellehrer, Reallehrer (6.1)	— for lower secondary schools (6.1) — for intermediate schools (6.2)
pour professeurs d'écoles secondaires supérieures - für Gymnasiallehrer, Mittelschullehrer, Oberlehrer (6.2)	— grammar school teachers
- pour enseignants d'écoles spéciales - für Heilpädagogen (6.3)	— teachers of physically and mentally handicapped children (6.3)

B. ALPHABETICAL LIST

Abschlussklassen (4.2)
Allgemeine Fortbildungsschulen (4.4)
Apprentissage
Berufliche Fortbildungsschulen
Berufslehre (4.5)
Berufswahlklassen (4.2)
Bezirksschule (4.2)
Casa dei bambini (3.1)
Certificat de maturité (4.72)
Classes de fin de scolarité (4.2)
Classes d'observation (4.2)
Classes enfantines (3.1)
Classes finales (4.2)
Classes préprofessionnelles (4.2)
Classes semi-enfantines (3.1)
Collège, Section inférieure (4.2)
Collège, Section supérieure (4.72)
Corsi per apprendisti (4.5)
Cours complémentaires non professionnels (4.4)
Cours complémentaires professionnels (4.5)
Cycle d'orientation (4.2)
Ecoles agricoles (4.5)
Ecoles atelier (4.5)
Ecoles commerciales (4.5)
Ecoles d'art (4.5)
Ecoles d'arts et métiers (4.5)
Ecole industrielle (4.72)
Ecole maternelle (3.1)
Ecole ménagère (4.5)
Ecole normale (4.6)
Ecole pour instituteurs primaires (4.6)
Ecole pour jardinières d'enfants (4.6)
Ecole pour maitresses ménagères (4.6)
Ecole primaire inférieure (4.1)
Ecole primaire supérieure (4.2)
Ecoles professionnelles supérieures (4.5)
Écoles secondaires inférieures (4.2)
Ecoles supérieures de jeunes filles, Section classique (4.72)
Ecoles supérieures de jeunes filles, Section culture générale (4.71)
Ecoles supérieures de jeunes filles, Section inférieure (4.2)
Ecoles supérieures de jeunes filles, Section moderne (4.71)
Ecoles supérieures de jeunes filles, Section scientifique (4.72)
Elementarschule (3)
Fortbildungsabteilung der höheren Mädchenschule (4.71)
Frauenfachschule (4.5)
Gemeindeschule (4)
Gewerbeschule (4.5)
Gewerbliche Berufsschule (4.5)
Ginnasio, Sezione inferiore (4.2)
Ginnasio, Sezione superiore (4.72)
Gymnase, Section inférieure (4.2)
Gymnase, Section supérieure (4.72)
Gymnasium, Oberstufe (4.72)
Gymnasium, Unterstufe (4.2)
Handelsschulen (4.5)
Hauswirtschaftliche Schulen (4.5)
Höhere Berufsschulen (4.5)
Höhere Töchterschulen (4.71)
Jardin d'enfants (3.1)
Kantonschule, Oberstufe (4.72)
Kantonschule, Unterstufe
Kaufmännische Berufsschulen
Kindergarten (3.1)
Kleinkinderschulen (3.1)
Kollegium, Oberstufe (4.72)
Kollegium, Unterstufe (4.2)
Kunstgewerbeschulen (4.5)
Landwirtschaftliche Schulen (4.5)
Lehramtsschulen für Sekundarlehrer, Mittellehrer, Reallehrer (6.1)
Lehrwerkstätten (4.5)
Liceo (4.72)
Lycée (4.72)
Lycée cantonal de jeunes filles (4.72)

Lyzeum (4.72)
Mädchenoberschule (4.71)
Maestra d'asilo (casa dei bambini) (4.71)
Maturitätszeugnis (4.72)
Nichtberufliche Fortbildungsschulen
Oberrealschule (4.4)
Oberschule (4.2)
Primarschule (4.1)
Primarschule Oberstufe (4.2)
Progymnasium (4.2)
Realschule (4.2)
Scuola di commercio (4.5)
Scuola elementare (4.1)
Scuola magistrale (4.6)
Scuola per maestre delle case dei bambini (4.6)
Scuola per maestre dell'economia domestica (4.6)
Scuola per maestre elementari (4.6)
Scuola tecnica (4.5)
Scuole d'agricoltura (4.5)
Scuole di avviamento artigianale, agricolo e commerciale (4.2)
Scuole di economia domestica (4.2) (4.5)
Scuole laboratorio (4.5)
Scuola maggiore (4.2)
Scuole preprofessionali (4.2)
Scuole professionali (4.5)
Sekundarlehramtschule (6.1)
Sekundarschule (4.2)
Seminar (4.6)
Seminar für Hauswirtschaftslehrerinnen (4.6)
Seminar für Kindergärtnerinnen (4.6)
Seminar für Primarlehrer (4.6)
Technicum (4.5)
Technikum (4.5)
Tirocinio (4.5)
Universität, Pädagogisches Seminar für Gymnasial-, Mittelschul- und Oberlehrer (6.2)
Universität, Pädagogisches Seminar für Heilpädagogen (6.3)
Universität, Pädagogisches Seminar für Sekundar- Mittel- und Reallehrer (6.1)
Université, Section pédagogique
  — pour enseignants d'écoles secondaires inférieures (6.1)
  — pour professeurs d'écoles secondaires supérieures (6.2)
  — pour enseignants d'écoles spéciales
Volksschule (4)
Werkschule (4.2)

TURKEY

Description of school system

1 GENERAL PRINCIPLES OF EDUCATION

According to the terms of the Constitution of the Republic of Turkey, national education is a major responsibility of the state. The general principles can be summarised as follows :

1.1 Education under the control of the state is free.

1.2 Schooling is compulsory for all boys and girls between six and fifteen years of age, and free in public schools.

1.3 The aim of national education is to ensure that citizens are educated in accordance with their aptitude and ability. The state undertakes to help gifted children of modest means to continue their studies up to the highest possible level.

1.4 Religious education is optional and subject to the consent of parents.

1.5 Education forms an integral part of the Five-year Economic and Social Development Plan.

2 ADMINISTRATION

2.1 The school system in Turkey is centralised and the Ministry of Education is the central authority. The Ministry is responsible for the organisation and control of education at all levels except in the case of the universities, which have scientific and administrative autonomy. There are certain vocational schools which are attached to other Ministries (e.g. the Ministries of Agriculture, of Defence and of Health). Their programmes and regulations are however approved by the Ministry of Education. All administrative departments of the Ministry of Education (general directorates and directorates) are responsible to the Minister through three Under-Secretaries, viz : the Under-Secretariat for General Education (responsible for the general education departments) ; the Under-Secretariat for vocational and technical education (responsible for vocational and technical education departments) ; the Under-Secretariat for Cultural Affairs (responsible for the departments dealing with fine arts, museums, antiquities, libraries, the opera and the national theatre). The National Council for Education is a consultative body in the Ministry of Education. There is also a Supreme Council for National Education which meets every three years. Inspection is the responsibility of the Council of specialised General Inspectors. However, inspection boards have recently been created by the Ministry of Education, in accordance with the terms of the Second Five-Year Development Plan, in order to inspect and control private educational institutions at all levels, especially at the upper level. These Boards started their work at the beginning of the 1968-69 academic year.

2.2 The building of public schools at all educational levels is generally financed by the state.

2.3 The school administration, time-tables, curricula and methods are governed by Ministry regulations, prepared by the National Council of Education.

2.4 The responsible authorities for school administration in *Vilayets* are the Directorates for Education. They are attached to the Governor's Office. Directors are appointed by the Ministry of Education.

3 PRE-PRIMARY EDUCATION (*Okul öncesi Egitim*)

3.1 Children between 4 and 6 years of age can attend infants' schools or *kindergartens*. Attendance is optional. This type of school is not wide-spread in Turkey. However, infants' classes for children of working women opened in 10 % of urban primary schools at the beginning of the 1968-69 school year.

4 PRIMARY AND SECONDARY EDUCATION (*Ilk ve orta Öğretim*) (Stages I - III)

4.1 *Ilk öğretim* (Primary education)

4.11 *Ilkokullar* (primary schools)

These are the schools which provide education for children between 6 and 14 years of age. In accordance with the relevant articles of the Constitution, primary education is compulsory for all children of this age. It lasts for five years and is divided into two levels :

— the lower level (the first three years) ;

— the upper level (the last two years).

The following subjects are included in the curriculum of both levels : Turkish (including reading and writing), mathematics, arts, handicrafts, music and physical education. In addition, pupils in the upper grades study social sciences (history, geography, civics) and sciences (natural sciences, physics, chemistry), Religious education is optional. The new curriculum for primary schools, which has been elaborated in Curricular Development Schools, has been put into practice since the beginning of the 1968/69 school year.

4.12 *Ilkokul diploması* (primary school leaving certificate)

This is awarded at the end of the fifth year, through a leaving examination before a board. In one-teacher schools, group instruction based on ability and age replaces the five class system.

4.13 *Yetiştirici ve Tamamlayıcı Sınıflar ve Kurslar* (complementary elementary education courses and classes) g I-II, 1-3

These classes and courses provide an accelerated primary education for children of compulsory school age who are living in the less populated regions. Furthermore, they give primary school graduates who are still of compulsory school age, but have no chance of continuing their education, some general knowledge, skills and practices to enable them to become active elements in society.

4.14 *Yatılı Bölge Okulları* (regional boarding schools)

These schools provide children of 7 to 14 years old with a primary education. In conformity with the Second Five-year Development Plan, the lower secondary level of this type of school has been in operation since the 1968-69 school year, with an extensive educational programme.

4.15 *Körler Okulu ve Sağırlar Okulu* (school for blind children and school for deaf-mutes)

These are residential schools, free of charge, for children of compulsory school age who cannot attend the common primary schools because of their physical disabilities. The duration of schooling is 6 years. Two lower secondary schools of each type have been opened but they are still in the experimental stage. Children leaving these schools after successfully completing the courses receive the appropriate leaving certificates entitling them to proceed to the upper level of secondary education.

4.16 *Geri Zekâlı Çocuklar için özel sınıflar* (special classes for mentally retarded children)

These classes are attached to ordinary schools and the teachers have received specialist training.

4.17 *Yetiştirme Yurtları* (institutions for children who need social protection)

These institutions are for children who have lost their parents or who have been living under undesirable family conditions. Such children are taken care of and educated from their birth to the age of six by the Ministry of Health and Social Welfare, and from the age of 7 to 18, by the Ministry of Education, which is required by law to establish boarding homes. Children of compulsory school age are placed either with foster families or live in boarding homes and attend the local schools. The Ministry of Education provides the teaching and supervisory personnel. Children and young people in these institutions, who are capable of continuing their education at the secondary level, are provided with such education.

4.2 *Orta Öğretim* (secondary education)

Secondary education comprises two levels : lower secondary education and upper secondary education.

4.21 *Birinci Devre* (lower secondary education)

4.211 *Birinci Devre Genel Eğitim Kurumları* (*ortaokul*) (general lower secondary schools (middle school)) G II 3

The middle school, which offers a course lasting for three years, accepts those who have successfully completed the primary school course. Graduates are given the Middle School Diploma. They can enter Liseler or vocational and technical schools at the same level. The middle school is therefore not only a general education establishment, but also an essential common link with all the general, vocational or technical schools comprised in the second cycle of secondary education. Its curriculum consists of the following subjects : Turkish (literature is included), social sciences (history, geography, civics), mathematics, science (physics, chemistry, natural science), foreign language (English, French or German), physical education, design and manual work, agriculture or commerce, music, religious education (optional).

Some middle schools have separate buildings while others are attached to *Liseler* or colleges. Evening middle schools operate in the premises of day schools.

4.212 *Birinci Devre Mesleki Okullar* (vocational lower secondary schools) v II 3

The following vocational schools are part of the lower level of education. Their study programme corresponds to that of the middle schools as far as general education is concerned : teacher training schools, boys' vocational institutes, girls' vocational middle schools, commercial *lycées*, *Imam-Hatip* schools (theological schools), boys' tailoring schools.

4.22 *Ikinci Devre* (upper secondary education)

4.221 *Ikinci Devre Genel Öğretim Kurumları* (general upper secondary schools)

4.222 *Liseler* (*lycées*) (upper secondary school) G III 3

This type of school accepts middle school graduates and its course lasts for 3 years. Its graduates are given the state *Lise* diploma. They can attend higher educational institutions and universities. Pupils must decide, from the second grade, on one of the two "sections" known as science or art. They choose their own sections according to their abilities, and interests. The *Lise* curriculum for the first grade comprises the following subjects : Turkish language and literature, history, geography, mathematics, natural science, physics, chemistry, a foreign language (English, French or German), physical education, national defence and optional subjects, e.g. music, art and a second foreign language. In the science section, mathematics, physics, chemistry and natural science are given more place while in the art section, Turkish language and literature, philosophy, logic and sociology, history, geography, history of art, and foreign language are given more emphasis. Evening *Liseler*, which are for the graduates of middle schools who are beyond normal age for *lise* education and have no opportunity to attend day schools, lasts for 4 years, during which the normal *lise* curriculum is followed. The graduates can obtain the state *Lise* diploma.

4.223 *Fen Lisesi* (science *lycée*) (upper secondary school, scientific type) G III 2

This type of school is designed for children with outstanding ability in science : there is, therefore, an entrance examination. A "science *lise* project" has been developed so as to ensure that the new methods of science teaching are practised in pilot *liseler*. This project envisages the extension of the science *lise* curriculum in some of its characteristics to all schools at the *lise* level. At present, therefore, the science *lise* curriculum is being followed in a modified form in 9 pilot *liseler*.

4.224 *Kolejler* (colleges) G II III 6

These schools aim on the one hand at giving the pupil a general education at the secondary level and on the other hand at teaching him a foreign language. Graduates of primary schools are accepted after an entrance examination. The course lasts for 7 years. The first year has the characteristics of a preparatory class. In the upper grades, the ordinary middle school and *lise* curricula are followed. Mathematics, physics, chemistry, natural science, psychology and philosophy are taught in the foreign language, but the other subjects are taught in Turkish. College education also leads to the State *Lise* diploma.

4.225 *Yüksek Öğretim Okulu Hazırlık Sınıfı* (preparatory class for the advanced teacher training college) G III 1

Pupils who have completed with most success the last grade of teacher training schools (see 4.23 below) are selected for the preparatory class of the Advanced Teacher Training College. The *lise* curriculum is followed throughout including special provision for the third year. Pupils who complete the preparatory class are considered *lise* graduates.

4.23 *Ikinci devre Mesleki ve Teknik Okullar* (upper secondary vocational, professional and technical schools)

4.231 Upper secondary vocational and professional schools

4.232 *Ilköğretmen Okulları* (training schools for primary school teachers) V (v) II III 6

This type of school aims at training teachers for the primary level of education. It is a boarding school at *lise* level, free of charge. Some of the teacher training schools have two levels of education. Primary school graduates are accepted, after passing an entrance examination to the first level, which lasts for three years. Generally the middle school curriculum is followed at this level. After completion of the first level the pupils can attend the second level. The first level will become a middle school in the near future.
The second level accepts graduates from middle schools, subject to an entrance examination and also pupils who have successfully completed the first level of the teacher training school. Its course also lasts for 3 years. At this level professional skill and knowledge are stressed. The graduates receive the Teacher Training School Diploma which gives them the right, both to become elementary teachers and to attend teacher training institutes for lower secondary schools.

4.233 *Imam-Hatip Okulları* (theological schools) V (v) II III 7

These are boarding schools free of charge. They have two levels of education. The first level (4 years), accepts primary school graduates and prepares them for the second level which they can enter without any entrance examination. The second level lasts for 3 years. Graduates are given the *Imam-Hatip* school leaving certificate. They can attend Islamic institutions after passing their entrance examinations.

4.234 *Ticaret Lisesi* (commercial *lise*)

This type of school accepts boys and girls, who are graduates of middle schools. Schooling is for 3 years in a day school or 4 years in the evening commercial school. Graduates can go on to the Academy of Economic and Commercial Sciences and to the higher commercial teacher training colleges, after passing the appropriate entrance examinations.

4.235 *Otelcilik Okulu* (school for catering and hotel industries) v III 3

This school provides a 3-year course. It accepts graduates from the lower secondary schools. Boy and girl students desiring to attend this school are subject to an entrance examination.

4.236 *Konservatuvar* ("conservatoire")

This school is organised on two levels : 1, secondary, 2, higher. It aims at developing education in music and in drama through a course of instruction which comprises both the cultural aspects and the necessary professional skills. It is both a day-school and boarding school. It accepts pupils through entrance examinations. It has two sections : 1, music section ; 2, drama section. The music section consists of 5 divisions, which are as follows : 1. composition (5 years) ; 2. piano, organ and harp (7 years) ; 3. string instruments (7 years) ; 4. wind and percussion instruments (7 years) ; 5. singing (7 years). The drama section comprises three divisions : opera (2 years) ; theatre (3 years) ; ballet (9 years). The opera and theatre divisions accept graduates from the lower secondary schools, but the ballet division does not. In all the classes the subjects studied are grouped under three headings : main subjects ; cultural subjects ; and the ancillary subjects. Pupils accepted in any section or division through an entrance examination, attend the preparatory classes of the appropriate division if they lack the required basic knowledge. They must also pass the preparatory class examination before they can attend the upper classes.

4.237 *Tarım Okulları* (agricultural schools) V (v) III 3

These schools are attached to the Ministry of Agriculture. Technical agricultural schools give 3-year courses to primary school graduates while the regional agricultural schools offer 3-year courses to those who have passed through the lower secondary schools. Their curricula and regulations must be approved by the Ministry of Education.

4.238 *Sağlık Okulları* (public health schools) V (v) III 3

These schools are attached to the Ministry of Health and Social Welfare. Public health colleges give 3 years of study after lower secondary education. Schools for midwifery give 3 years' study to pupils who have completed the primary school course.

4.239 *Kız Enstitüsü* (vocational institute for girls) V (v) III 4

This is an establishment providing, in addition to general education, instruction in domestic science and theoretical and practical knowledge of the various feminine occupations. The course lasts for 3 years and is open to graduates of lower secondary schools. Practical work and the vocational subjects are given importance in the curriculum. The Institute grants a vocational diploma entitling the holders to take the entrance examinations of the following institutions : Higher Technical Teachers' Training College for Girls ; Higher Applied Fine Arts School ; Secretarial Schools. They can also attend advanced courses in the Vocational Training Institute.

A programme is being prepared to ensure that the Institutes function as centres of social as well as of educational activities in their areas.

4.24 *Ikinci Devre Teknik Okullar* (upper secondary technical schools) v (v) III 3

4.241 *Erkek Sanat Enstitütleri* (boys' vocational schools)

These schools accept the graduates of lower secondary schools and their courses last for 3 years. They aim to train their pupils as skilled workers to meet the needs of the national economy. Their graduates can attend, after passing an entrance examination, the advanced technical schools, higher technical teacher training schools, higher applied fine arts school.

There are several other kinds of vocational schools, the principal ones being as follows :

4.242 *Yapı Sanat Enstitüsü* (building trades school)

4.243 *Kimya Sanat Enstitüsü* (chemical workers' school)

4.244 *Motor Sanat Enstitüsü* (motor mechanics' school)

4.245 *Elektrik-Elektronik Sanat Enstitüsü* (electric and electronics workers' school)

4.246 *Mensucat Sanat Enstitüsü* (textile workers' school)

4.247 *Matbaacılık Okulu* (printing school)

4.248 *Ağaç Işleri Erkek Sanat Enstitüsü* (wood-workers' schools)

4.249 *Başka Meslek Okulları* (other vocational schools) e.g. :

Köy Kadınları Gezici Kurslarına Öğretmen Yetiştirme Merkezi (teacher training centre for travelling courses for village women). This Centre provides courses of 8 months' duration) ;

Erkek Akşam Terzilik Okulu (evening tailoring school for boys) ;

Akşam Kız Sanat Okulu (evening vocational training schools for women), which are held in the premises of girls' institutes and give a two years' training.

4.25 *Orta Dereceli Ihtisas ve Meslek Okulları* (lower secondary schools for specialised vocational training)

Vocational schools given below under this title give the pupils an education above the secondary, but below the advanced level, of vocational education.

4.251 *Kadın Meslek Öğretmen Okulu* (women's vocational teacher training school) v IV 2

This type of school aims at training teachers for girls' vocational schools. It accepts, through an entrance examination, those who are graduates of girls' institutes and have served successfully for 7 years as teachers of travelling courses for the training of village women. The course lasts for 2 years.

4.252 *Sekreterlik Okulu* (secretarial school) v IV 2

This type of school accepts graduates from commercial *lise* and girls' institutes, and gives them a 2-year course in secretarial training.

4.253 *Ağaç Işleri Olgunlaşma Enstitüsü* (wood-workers' further training institutes) v IV 2

This school gives a 2-year training of a higher level than that given in the Boys' Vocational Institute.

4.254 *Kız Teknik Öğretim Olgunlaşma Enstitüsü* (further training institute for girls' technical education) v IV 2

Graduates of a girls' institute and girls' vocational schools are accepted in this school through an entrance examination and are given a 2-year training in certain vocational subjects.

4.255 *Tekniker Okullari* (technicians' schools) v (V) IV 2-3

These schools set out to train technical personnel who fall between the categories of "skilled workers" and "engineers". They accept graduates from boys' vocational schools through an entrance examination. They give a 2-year training in day schools or a 3-year training in evening schools. Sections are different in day and evening schools : the courses in electricity, mechanical engineering and textiles are given in evening schools but those in motor mechanics and the building trades are given in the day schools. Graduates of technicians' schools can follow an advanced technical education in higher technical schools. In view of the extension of these schools to town areas, no pupils were enrolled in the first form during the 1967/68 school year. Meanwhile, studies were carried out for the completion of the preparations aiming at the establishment of 4-year technicians' schools. Since the beginning of the 1968/69 school year, the 4-year technicians' school has been in operation and the 2-year technicians' school has disappeared. These schools are operating within the premises of boys' vocational institutes.

5 HIGHER VOCATIONAL, PROFESSIONAL AND TECHNICAL EDUCATION (*Yüksek mesleki ve teknik Öğretim*) (Stage IV)

5.1 *Yüksek Mesleki Öğretim* (higher vocational schools)

5.11 *Iktisadi ve Ticari Ilimler Akademisi* (Academy of Economic and Commercial Sciences) V IV 4

This academy accepts the graduates of *liseler* and commercial *liseler* through an entrance examination and gives them a 4-year higher education.

5.12 *Yüksek Islâm Enstitüsü* (higher institute for Islamic studies) v IV 4

This Institute aims at training both teachers from secondary theological schools (*Imam-Hatip* schools) and men of religion educated at the higher level. Its course lasts for 4 years and leads to the award of the diploma of the higher institute for Islamic studies.

5.13 *Konservatuvar* ("*conservatoire*") (the secondary level of which has been described in the previous chapter 4) has also certain higher classes belonging to Stage IV. Music section : composition (4 years) ; orchestra administration (2 years) ; piano, organ (2 years) ; string instruments (violin and violoncello) (2 years). Drama section : theatre (2 years) ; opera (chorus, 2 years, solo, 3 years) ; ballet (the higher level is going to be opened in the near future).

5.2 *Teknik Ögretim* (technical education)

5.21 *Güzel Sanatlar Akademisi* (Academy of Fine Arts) v IV 4

The Academy consists of the following sections : architecture ; art ; and decorative arts.

All sections accept *lise* graduates after they succeed in the entrance examinations separately organised for each of the sections.

5.22 *Tatbiki Güzel Sanatlar Yüksek Okulu* (Higher School for Applied Fine Arts) v IV 4

Accepts graduates of *liseler* and boys' vocational institutes through an entrance examination and gives a 4-year education.

5.23 *Teknik Okullar* (engineering schools) v (V) IV 4-5

These schools aim at training skilled engineers to meet the need for technical personnel trained below the university level. They accept those graduates of *liseler* who pass a qualifying examination of a practical character and pupils from the upper secondary vocational schools who pass an appropriate entrance examination. Day school is of 4 years', evening school of 5 years', duration. They consist of the following sections : mechanics ; electricity ; building ; cartography-surveying ; architecture ; and textiles. The graduates of these schools have the opportunity of attending a 1-year specialisation class after passing an examination for admission. In this way, they can obtain the status of "qualified engineers".

6 TEACHER TRAINING (*Ögretmen yetiştirilmesi*)

6.1 *Yüksek Ögretmen Okulu* (teacher training college) t IV 4

This type of school, which is free boarding school, aims at training teachers for *liseler*. The *lise* graduates are accepted after they pass an examination for admission. Pupils attend universities for courses in their chosen specialised subjects. The following subjects are included in the course : literature ; foreign languages ; history-geography ; philosophy ; natural sciences ; mathematics-physics ; librarianship ; pedagogics ; agriculture. Pupils, while attending universities for instruction in their specialised academic subjects, receive their pedagogical training in the college. In this way they are trained as qualified teachers of specialised subjects. Graduates of these schools are given university diplomas, entitling them to become *lise* teachers.

6.2 *Eğitim Enstitüleri* (teacher training institutes) t IV 3

These institutes train teachers for the lower level of secondary schools. For admission, the graduates of teacher training schools and *liseler* are subject to an entrance examination. Students attending these schools are trained for 3 years in the following sections : pedagogics ; literature ; social sciences ; mathematics ; sciences ; history ; foreign languages ; music ; art and handicrafts ; physical education. The graduates are granted the diploma of the teacher training institute.

6.3 *Erkek Teknik Yüksek Öğretmen Okulu* (technical teacher training colleges for boys) t IV 4

These colleges train teachers of vocational subjects for boys' vocational schools. They accept the graduates of boys' vocational schools if they pass the examination for admission and the schooling lasts for 4 years.

6.4 *Kız Teknik Yüksek Öğretmen Okulu* (technical teacher training college for girls) t IV 4

This type of college trains teachers of vocational subjects for girls' institutes and evening vocational schools for women. They accept the graduates of girls' institutes through an examination, and the course lasts for 4 years.

6.5 *Ticaret ve Turizm Yüksek Öğretmen Okulu* (teacher training colleges for commerce and tourism) t IV 4

These colleges train teachers for commercial *liseler*, secretarial schools and schools for hotel keeping. They accept graduates of commercial *liseler*, teacher training schools, through an entrance examination.

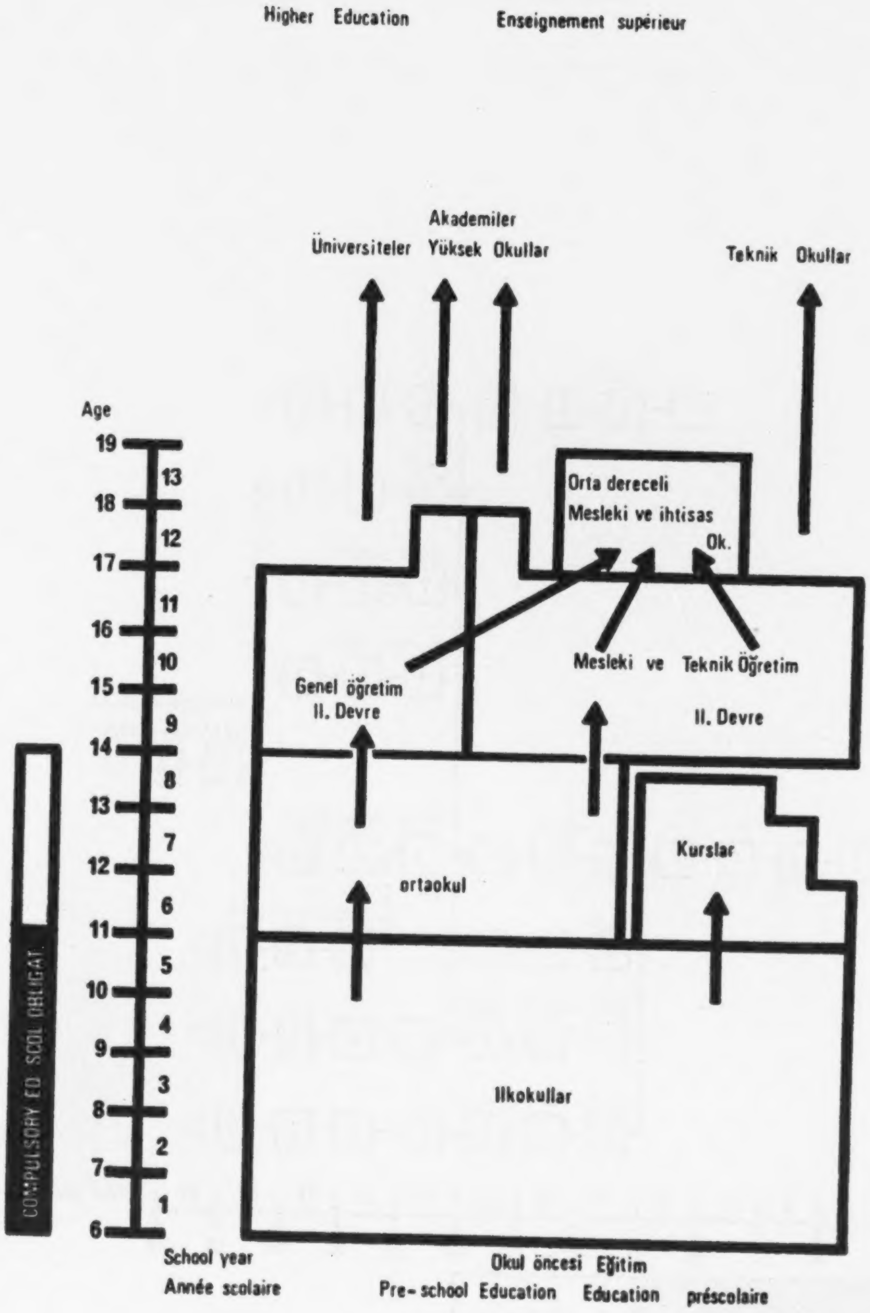
6.6 *Eğitim Fakülteleri* (faculties of education)

They were established in 1965 in order to provide further education for students with professional training to enable them to become teachers and to hold refresher courses for existing teachers. One of their objects is to train specialists in the educational field and to carry out study and research in the field of education.

(1968)

Turkey
Turquie

Diagram 1


Higher Education
Enseignement supérieur
Akademiler
Üniversiteler
Yüksek Okullar
Teknik Okullar
Age
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12
11
10
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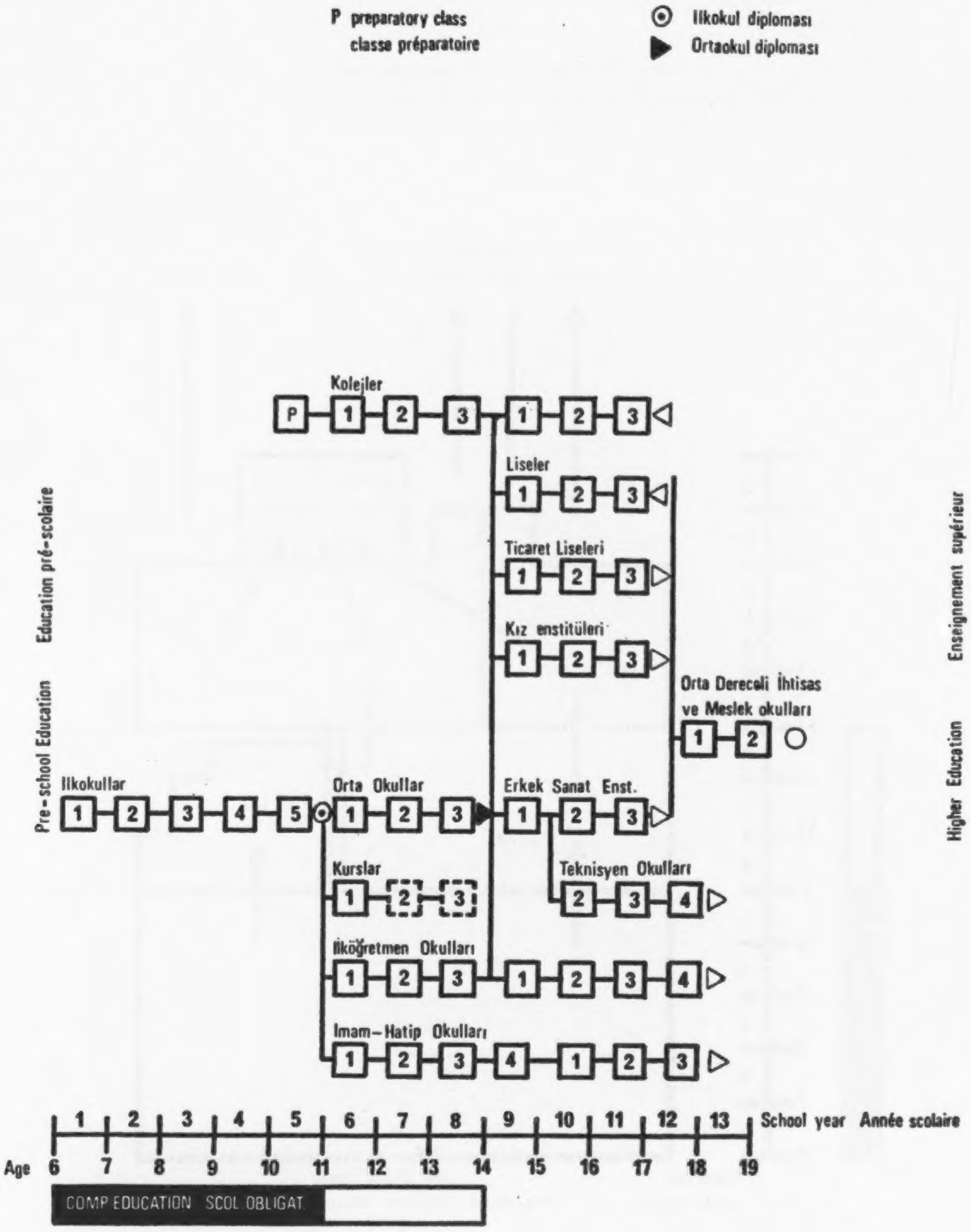
1
Orta dereceli
Mesleki ve ihtisas
Ok.
Genel öğretim
II. Devre
Mesleki ve Teknik Öğretim
II. Devre
ortaokul
Kurslar
Ilkokullar
COMPULSORY ED. SCOL. OBLIGAT.
School year
Année scolaire
Okul öncesi Eğitim
Pre-school Education
Education préscolaire

Turkey
Turquie

Diagram 2


P preparatory class
classe préparatoire
⊙ Ilkokul diplomasi
▶ Ortaokul diplomasi
Pre-school Education
Education pré-scolaire
Kolejler
P 1 2 3 1 2 3
Liseler
Ticaret Liseleri
Kız enstitüleri
Orta Dereceli İhtisas ve Meslek okulları
Ilkokullar
1 2 3 4 5
Orta Okullar
Erkek Sanat Enst.
Teknisyen Okulları
Kurslar
İlköğretmen Okulları
Imam-Hatip Okulları
Higher Education
Enseignement supérieur
School year
Année scolaire
Age
6 7 8 9 10 11 12 13 14 15 16 17 18 19
COMP EDUCATION SCOL OBLIGAT

	Explanatory list of terms	*Index*
	A. CLASSIFIED LIST	A. INDEX METHODIQUE
Okul öncesi Eğitim (3)	Pre-primary education	Education préscolaire
Ilk ve Orta Öğretim (4)	Primary and secondary education	Enseignement primaire et secondaire
Ilk Öğretim (4.1)	Primary education	Enseignement primaire
Ilkokullar (4.11)	Primary schools	Ecoles primaires
Yetiştirici ve Tamamlayıcı Sınıflar ve Kurslar (4.13) g I-II 1-3	Special complementary primary and post-primary courses and classes	Cours et classes d'enseignement élémentaire et complémentaire
Yatılı Bölge Okulları (4.14)	Regional boarding schools	Ecoles régionales avec internat
Körler Okulu ve Sağirlar Okulu (4.15)	School for the blind and school for deaf-mutes	Ecole d'aveugles et école de sourds-muets
Geri zekâlı çocuklar için Özel Sınıflar (4.16)	Special classes for the mentally retarded	Classes spéciales pour les enfants inadaptés
Yetiştirme Yurtlari (4.17)	Institutions for children who need special care and protection	Instituts pour enfants qui ont besoin d'une protection spéciale
Orta Öğretim (4.2)	Secondary education	Enseignement secondaire
Birinci Devre (4.21)	Lower secondary level	Premier cycle de l'enseignement secondaire
Birinci Devre Genel Eğitim Kurumları (Ortaokul) (4.211) G II 3	General lower secondary schools (middle school)	Ecoles du premier cycle de l'enseignement général secondaire (école moyenne)
Birinci Devre Meslekî Okullar (4.212) v II 3	Vocational lower secondary schools	Ecoles professionnelles - premier cycle de l'enseignement secondaire
Ikinci Devre (4.22)	Upper secondary education	Deuxième cycle de l'enseignement secondaire
Ikinci Devre Genel Öğretim Kurumlari (4.221)	Upper secondary schools for general education	Ecoles du 2ᵉ cycle de l'enseignement général secondaire
Liseler (4.222) G III 3	Upper secondary schools leading to higher education	Lycées
Fen Lisesi (4.223) G III 3	Upper secondary school of Science	Lycée scientifique
Kolejler (4.224) G II III 6	Colleges	Ecoles secondaires (collèges)
Yüksek Öğretmen Okulu Hazırlık Sınıfı (4.225) G III 1	The preparatory class for the higher teacher training college	Classe préparatoire à l'école normale supérieure
Ikinci Devre Mesleki ve Teknik Okullar (4.23)	Upper secondary vocational professional and technical schools	Ecoles professionnelles et techniques - 2ᵉ cycle
Ikinci Devre Mesleki Okullar (4.231)	Upper secondary vocational professional and technical schools	Ecoles professionnelles - 2ᵉ cycle
Ilköğretmen Okulu (4.232) V (v) II III 6	Training School for Primary teachers	Ecole normale primaire
Imam-Hatip Okulları (4.233) V (v) II III 7	Theological schools	Ecoles de théologie
Ticaret Lisesi (4.234) V (v) II III 6	Commercial upper secondary schools	Lycées commerciaux
Otelcilik Okulu (4.235) v III 3	School for hotel-keeping	Ecole hôtelière

	Explanatory list of terms	*Index*
Tarım Okulları (4.237) V (v) III 3	Agricultural schools	Ecoles d'agriculture
Sağlık Okulları (4.238) V (v) III 3	Public health schools	Ecoles de santé publique
Kız Enstitüsü (4.239) V (v) III 3	The girls' vocational institute	Institut de formation professionnelle pour jeunes filles
Ikinci Devre Teknik Okullar (4.24) v (V) III 3	Upper secondary technical schools	Ecoles secondaires techniques du 2^e cycle
Erkek Sanat Enstitüsü (4.241)	Boys' vocational schools	Ecoles professionnelles de garçons
Yapı Sanat Enstitüsü (4.242)	Building trades schools	Instituts des métiers du bâtiment
Kimya Sanat Enstitüsü (4.243)	Chemical workers' schools	Instituts professionnels de chimie
Motor Sanat Enstitüsü (4.244)	Motor mechanics' schools	Instituts professionnels de mécanique
Elektrik-Elektronik Sanat Enstitüsü (4.245)	Electrical and electronics workers' schools	Instituts professionnels d'électricité et d'électronique
Mensucat Sanat Enstitüsü (4.246)	Textile workers' schools	Instituts professionnels du textile
Matbaacılık Okulu (4.247)	Printing schools	Ecoles d'imprimerie
Ağaç Işleri Erkek Sanat Enstitüsü (4.248)	Wood-workers' schools	Instituts professionnels des travaux du bois
Orta Dereceli Ihtisas ve Meslek Okulları (4.25)	Lower secondary schools for special and vocational training	Ecoles moyennes pour la formation professionnelle spécialisée
Kadın Meslek Öğretmen Okulu (4.25) v IV 2	Women's vocational teacher training schools	Ecoles normales professionnelles de jeunes filles
Sekreterlik Okulu (4.252) v IV 2	Secretarial schools	Ecoles de secrétariat
Ağaç Işleri Olgunlaşma Enstitüsü (4.253) v IV 2	Wood-workers' further training institutes	Instituts de perfectionnement des travailleurs du bois
Kiz Teknik Öğretim Olgunlaşma Enstitüsü (4.25) v IV 2	Further training institutes for girls' technical education	Instituts de perfectionnement de jeunes filles
Tekniker Okulları (4.255) v (V) IV 2-3	Technicians' schools	Ecoles de techniciens
Yüksek Mesleki ve Teknik Öğretim (5)	Higher vocational professional and technical education (stage IV)	Enseignement professionnel et technique supérieur
Yüksek Mesleki Öğretim (5.1)	Higher vocational schools	Ecoles professionnelles supérieures
Iktisadi ve Ticari Ilimler Akademisi (5.11) v IV 4	Academy of economic and commercial sciences	Académie des sciences commerciales et économiques
Yüksek Islam Enstitüleri (5.12) v IV 4	Higher Institute of Islamic studies	Institut supérieur d'études islamiques
Konservatuvar (5.13)	" Conservatoire "	Conservatoire
Yüksek Teknik Öğretim (5.2)	Higher technical education	Enseignement technique
Güzel Sanatlar Akademisi (5.21) v IV 4	Fine arts academy	Académie des beaux-arts
Tatbiki Güzel Sanatlar Yüksek Okulu (5.22) v IV 4	Higher applied fine arts school	Ecole supérieure des arts appliqués

	Explanatory list of term	*Index*
Yüksek Teknik Okullar veya Mühendislik Okulları (5.23) v (V) IV 4 - 5	Higher engineering schools or engineering schools	Ecoles techniques supérieures ou écoles d'ingénieurs
Öğretmen Yetiştirilmesi (6)	Teacher training	Formation du personnel enseignant
Yüksek Öğretmen Okulu (6.1) t IV 4	Teacher training colleges	Ecoles normales supérieures
Eğitim Enstitüleri (6.2) t IV 3	Teacher training institutes	Instituts pédagogiques
Erkek Teknik Yüksek Öğretmen Okulu (6.3) t IV 4	Technical teacher training college for boys	Ecole normale supérieure d'enseignement technique de garçons
Kiz Teknik Yüksek Öğretmen Okulu (6.4) t IV 4	Technical teacher training college for girls	Ecole normale supérieure d'enseignement technique de jeunes filles
Ticaret ve Turizm Yüksek Öğretmen Okulu (6.5) t IV 4	Higher commercial and teacher training colleges for commerce and tourism	Ecoles normales supérieures du tourisme et du commerce

B. ALPHABETICAL LIST

Ağaç Işleri Erkek Sanat Enstitüsü (4.248)
Ağaç Işleri Olgunlasma Enstitüsü (4.253)
Başka Meslek Okulları (4.249)
Birinci Devre (4.21)
Birinci Devre Genel Eğitim Kurumları (Ortaokul) (4.211)
Birinci Devre Mesleki Okullar (4.212)
Elektrik-Elektronik Sanat Enstitüsü (4.245)
Fen Lisesi (4.233)
Geri Zekâli Çocuklar için Özel Sınıflar (4.16)
Ilkokullar (4.11)
Ikinci Devre (4.22)
Ilkokul Diploması (4.12)
Ikinci Devre Genel Öğretim Kurumları (4.22)
Ilk ve Orta Öğretim (4)
Ilköğretim (4.1)
Ikinci Devre Mesleki ve Teknik Okullar (4.23)
Ilköğretmen Okulu (4.232)
Imam-Hatip Okulları (4.233)
Kadın Meslek Öğretmen Okulu (4.251)
Kız Enstitüsü (4.239)
Kız Teknik Öğretim Olgunlaşma Enstitüsü (4.254)
Kimya Sanat Enstitüsü (4.243)
Kolejler (4.224)
Konservatuvar I (4.236, 5.13)
Konservatuvar II (5.13)
Körler Okulu ve Sağırlar Okulu (4.15)
Lise (4.222)
Matbaacılık Okulu (4.247)
Mensucat Sanat Enstitüsü (4.246)
Motor Sanat Enstitüsü (4.244)
Okul Öncesi Eğitim (3)
Orta Dereceli Ihtisas ve Meslek Okulları (4.25)
Orta Öğretim (4.2)
Otelcilik Okulu (4.235)
Öğretmen Yetiştirilmesi (6)
Sağlık Okulları (4.238)
Sekreterlik Okulu (4.252)
Tarım Okulları (4.231)
Tekniker Okulları (4.255)
Teknik Öğretim (5.2)
Ticaret Lisesi (4.234)
Yapı Sanat Enstitüsü (4.242)
Yatılı Bölge Okulları (4.14)
Yetiştirici ve Tamamlayıcı Sınıflar ve Kurslar (4.13)
Yetiştirme Yurtları (4.17)
Yüksek Mesleki Öğretim (5)

UNITED KINGDOM

ENGLAND AND WALES

Description of school system

1 GENERAL PRINCIPLES OF EDUCATION

1.1 Parents are required by law to see that their children of compulsory school age (from the fifth to the fifteenth birthday) are educated according to their age, ability and aptitude. It is the duty of every local education authority to see that there are enough schools for all the children in their area whose parents wish to use the public system of education.

1.2 Local education authorities may take action against a parent who, they consider, is failing to have his child properly educated, and the parent may have to send the child to a particular school. A parent may also be prosecuted if his child attends school irregularly without good excuse.

1.3 No tuition fees are charged in any maintained schools ; books, stationery and equipment are provided free of charge. It is open to parents, if they choose, to pay for their children to attend other schools.

2 ADMINISTRATION

2.1 Central

The Education Act of 1944, as amended by subsequent Acts, governs public education in England and Wales. Under it, education is compulsory for all children between the ages of 5 and 15 with some form of secondary education from the age of about 11 years. The upper limit of compulsory education is to be raised to 16 in 1972-73 and a big expansion of higher education is currently being undertaken.

2.2 The central authority in England and Wales is the Department of Education and Science. Scotland and Northern Ireland have their own departments and administrations. The duties of the Minister of Education (now Secretary of State) defined in the Education Act 1944 are "to promote the education of the people of England and Wales and the progressive development of institutions devoted to that purpose, and to secure the effective execution by local authorities, under his control and direction, of the national policy for providing a varied and comprehensive educational service in every area".

2.3 The Department does not run any schools itself. It is responsible for the determination and application of major policies regarding primary, secondary and further education. It does not employ any teachers, nor does it prescribe textbooks or curricula ; it does, however, set minimum standards of educational provision and it controls the rate, distribution and nature of educational building, and the training and supply of teachers : it also determines the principles governing the granting of "qualified teacher" status. It exercises control under the Education Acts and offers guidance by means of regulations, orders, and circular letters, and through pamphlets and handbooks.

2.4 Two Central Advisory Councils, one for England and the other for Wales, advise the Secretary of State on matters connected with educational theory and practice, usually on subjects specially referred to them. Discussions are held at national level on all important matters with representative bodies such as local authority associations, teachers' associations and bodies representing religious interests.

2.41 Schools Council

The Schools Council for the Curriculum and Examinations came into existence in 1964. An independent body deriving its finance from the Department of Education and Science and the local education authorities, its membership, of which teachers form a majority, is representative of the whole educational service including the universities, the Department and H.M. Inspectorate. Its role is to promote and encourage curriculum study and development, without diminishing any of the existing responsibilities of its members, and to sponsor research and enquiry where this is needed to solve immediate and practical problems. It has a Welsh Committee to study the curriculum problems special to the schools of Wales. In addition it has responsibilities for co-ordinating secondary school examinations. Work in progress includes studies of problems in connection with raising the school-leaving age ; primary education ; a study of the 6th form curriculum and examinations covering both the relationship between the work in schools and entry to higher education and the needs of pupils who do not intend to go on to higher education ; an intensive study of English language teaching at every stage of school education with a view to overcoming the educational and social wastage caused by difficulties in communication ; and the special needs of Wales.

2.5 H.M. Inspectors of Schools

The primary function of H.M. Inspectorate is to report to the Secretary of State on education in schools and in colleges of further education. All schools of whatever kind are open to inspection. H.M. Inspectors also offer advice to local education authorities and schools and discuss day-to-day problems with them. The Inspectorate also gives professional advice to the Department, provides a focus for educational developments, conducts short courses for serving teachers (as part of a programme of in-service training) and prepares advisory pamphlets.

There are about 500 H.M. Inspectors in England, controlled by a senior chief inspector. There are six chief inspectors responsible for :

(*a*) primary education ; secondary education—inspection and reporting ; special educational treatment ;

(*b*) secondary education—reorganisation and general ; approved schools ; educational research ;

(*c*) further education for industry and commerce ;

(*d*) all other further education ;

(*e*) training of teachers ; and

(*f*) general educational developments.

Assisting the chief inspectors are ten divisional inspectors and some 60 staff inspectors with responsibilities for special subjects, e.g. English, modern languages, engineering, art, or for particular phases of education, e.g. secondary education or the training of teachers. The Inspectorate in Wales, which numbers nearly 50, is organised on similar lines.

2.6 Local education authorities

The major units of local government in England and Wales are the elected councils of the counties, the county boroughs, the outer London boroughs and the Inner London Education Authority—the last-named being a specially constituted statutory committee of the Greater London Council. Counties embrace the rural areas and the small towns. County boroughs are generally large towns and cities.

The councils are responsible, among many other things, for providing public education, and are therefore "local education authorities". They build schools and colleges, appoint and pay teachers, provide materials, equipment etc., meeting the cost out of local taxes ("rates"), with the help of a rate support grant from the national exchequer.

It must be emphasised that the councils are elected local government bodies. They are autonomous and are in no way local branches of the Department.

It is fundamental to the relationship between the Department and the local education authorities that the latter shall be left with as much initiative as possible, and the Department's control is exercised to this end. The Department does not prescribe textbooks or curricula. These matters are left to local education authorities and managers and governors of schools who nearly always leave them to headmasters and headmistresses.

3 PRE-PRIMARY EDUCATION

Local education authorities must consider the needs of children under five, though attendance at school is not compulsory. Children under five may be provided for in nursery schools or in nursery classes attached to infant schools.

4 PRIMARY AND SECONDARY EDUCATION (Stages I - III)

4.1 Primary

Primary schools consist of infant schools for children aged 5 to 7 and junior schools for those aged 7 to 11. About half of the primary schools take the complete age-range from 5 to 11. At the end of their primary course children are allocated to a suitable form of secondary education.

4.2 Secondary

Secondary education is in the process of being reorganised along comprehensive lines, without the need for selection at eleven. The biggest group of schools at present is still that which comprises the secondary modern schools, which provide a general education up to the minimum school-leaving age, though pupils can—and increasingly do—stay on beyond that age. The next group in size comprises the grammar schools which provide a mainly academic course for pupils from age 11 to 18. There are also a number of technical schools for which pupils are selected at eleven and various combinations of grammar, technical and modern schools. There are various ways in which comprehensive education is being developed, depending on local circumstances, and it is accepted that an authority may adopt more than one form of organisation in the area for which it is responsible. The type of organisation most favoured by local education authorities is the orthodox comprehensive school with an age-range of 11 (in some cases 12) to 18 years ; a system of middle schools which straddle the primary/ secondary age-ranges is being introduced by a substantial number of authorities, and comprehensive schools with an age-range of 11 to 16 years, combined with 6th form colleges for pupils over 16, also form the basis of a significant minority of approved schemes.

A small number of pupils of secondary school age are still being educated in all-age schools (schools which take children over the whole age-range from 5 to 15). These schools are being progressively reorganised.

4.3 Local education authorities are empowered, where they and the parents think it desirable, to provide or pay for boarding education for a child either in a boarding-school or by other means. Parents pay for board and lodging though the cost may be remitted in whole or in part if its payment would involve hardship to the parent or if education suitable to the child cannot otherwise be provided.

4.4 Other schools

In addition to the schools described so far, there are just under 3,600 non-maintained schools (i.e. schools not maintained by local education authorities). Fees are charged in all these schools, about 3,200 of which (with 444,000 pupils) are independent, receiving no grants from public funds. All independent schools, however, have to be officially registered and are open to inspection ; those which are at least of the standard expected in a maintained school can be recognised as efficient by the Secretary of State. There are some 1,500 of these with over 305,000 pupils. Some independent schools (usually those in membership of the Headmasters Conference, the Governing Bodies Association or Governing Bodies of Girls' Schools Association) are known as public schools. It is the desire of the government that the public schools should make the maximum contribution to meeting the educational needs of the country as a whole. A commission was appointed in 1965 under the chairmanship of Sir John Newsom (covering Scotland as well as England and Wales) to advise on the best way of integrating the public schools with the state system of education. Its first report was published in July 1968. The remaining non-maintained schools (322 with 127,000 pupils) receive some form of grant from the government. The principal group is the 179 direct grant grammar schools which take pupils paid for by local education authorities in addition to those whose fees are paid partly or wholly by parents. Education authorities and governors have been asked to study ways in which direct grant grammar schools might be associated with authorities' plans for adopting a comprehensive system of secondary organisation so that they may participate fully in local schemes. In addition, the Public School Commission's terms of reference have been widened so that it shall advise on the method or methods by which direct grant grammar schools can participate in the movement towards comprehensive reorganisation. There are also 122 special schools in this category, mostly boarding-schools, catering for about 9,000 handicapped pupils whose fees are paid in full by local education authorities.

4.5 Special educational treatment for handicapped pupils

4.51 Regulations made by the Secretary of State define ten categories of handicapped pupils : the deaf, partially hearing, blind, partially sighted, physically handicapped, educationally sub-normal, epileptic, delicate, maladjusted, and those suffering from speech defects not due to deafness. Children who have more than one handicap may be placed according to their major defect, but the schools will provide also for their other needs.

4.52 Every local education authority has a duty to ascertain which children in its area require special educational treatment and to provide it either at ordinary schools, special schools, or otherwise. It is the Department's policy that no handicapped child should be sent to a special school who can be satisfactorily educated in an ordinary school ; for those children who cannot be so educated, there are special schools, both day and boarding, provided by local education authorities and voluntary bodies, and special classes at ordinary schools. The fees at all special schools are paid by local education authorities, and no charge falls on the parents. At present there are over 900 schools providing for about 75,000 pupils. Some children may be sent to independent schools which cater wholly or mainly for handicapped pupils, while others may be educated at home. There are also special schools in hospitals.

4.53 Handicapped children do not normally begin school before the age of five, but there is an increasing awareness that early special educational treatment is important ; local education authorities have the power to provide education from the age of two and there has recently been development in educational provision for the more severely handicapped young children. Registered pupils at special schools may not normally leave before the age of 16 : there are a number of special schools where pupils may stay until they are 18 or 19 and take examination courses. There are three establishments for the further education and training of the blind and five for the physically handicapped : any further vocational training is the responsibility of the Department of Employment and Productivity.

4.54 The aim of all special schools is to educate children to become, as far as possible, self-reliant and responsible adults, and when possible, economically independent. To this end the schools have small classes with a generous ratio of both teaching and child-care staff, many of whom have taken specialist courses for work with handicapped children. Therapeutic services such as physiotherapy, speech therapy, psychiatric help and paediatric attention are also associated with special schools.

4.6 Technical and vocational education (Stages I to III)

In the main, the curriculum in the last years of school is not vocational, though it may be vocationally biased. Vocational courses are taken after compulsory school age in colleges of further education (paragraph 5 below).

4.7 Examinations

4.71 General Certificate of Education

There are two main examinations, the General Certificate of Education and the Certificate of Secondary Education.

The examinations for the General Certificate of Education (GCE) were introduced in 1951 to replace the former School Certificate and Higher School Certificate examinations. The GCE is granted by eight separate examining bodies, most of them connected with a university. It provides a convenient level of minimum qualifications for entrance to higher education. It is also accepted by many professional bodies as equivalent to their preliminary examinations. A candidate may take as many or as few subjects as he likes. Subjects are offered at Ordinary and Advanced levels. Ordinary level papers are normally taken at 16 (earlier only if the head teacher agrees) and Advanced level papers two years later. The GCE examinations are also taken by pupils studying in establishments of further education and by students of any age or nationality. Passes in GCE examinations provide the minimum entrance requirements for entry to higher education (see below). Two Advanced levels are normally the minimum qualification for entry to universities in England and Wales. Entry qualifications for full-time and sandwich courses in national and regional colleges are the same as for universities except that students with a good Ordinary National Certificate are admitted alongside students with Advanced level passes. For colleges of education the minimum is usually five Ordinary levels ; in practice about a third of the entrants have two Advanced levels and another third have one. One or more Advanced levels or the equivalent are normally required of entrants to other advanced further education.

4.72 The Certificate of Secondary Education

The Certificate of Secondary Education (CSE) was introduced in 1965. It is intended for those children who are around the average in terms of ability for their age-group. The examination is on a single-subject basis and can be taken by pupils completing five years of secondary education. There is no pass-or-fail verdict ; pupils are awarded one of five grades, or are ungraded, in each subject they take. It is now widely accepted that Grade 1 represents a standard equivalent to a pass at Ordinary level in the GCE. The information given on the certificate is of help to employers in placing young people in jobs and as an entry qualification for the growing number of young people who seek further education in technical and other colleges. Control of the examination is in the hands of serving teachers sitting on the fourteen regional boards. Papers are based on the normal work of secondary schools ; they vary from area to area and may vary from school to school, but the standard of certificates is the same all over the country.

5 TECHNICAL AND VOCATIONAL EDUCATION (further education) (Stage IV)

5.1 Courses in further education establishments cover a wide variety of predominantly, but not solely, vocational subjects and are provided at all levels ranging from shorthand instruction to degree level and postgraduate work. They may be attended by full-time, by part-time (many of them apprentices) and by sandwich students (whose periods of study at college alternate with periods of practical training in industry). The courses are provided in over 650 colleges of various types, and can be entered at a suitable level on leaving school or at any age thereafter.

5.2 Included in this number of colleges are :

(*a*) more than 500 technical colleges, some of which provide mainly part-time courses in lower level work while others offer in addition part-time and full-time courses of higher education for 2 years or more for students starting at 18 or 19 ;

(*b*) about 150 colleges of art some of which award diplomas in art and design recognised as equivalent to degrees ;

(*c*) about 40 agricultural colleges and institutions ;

(*d*) 4 national colleges providing courses of higher education for particular industries.

5.3 Her Majesty's Government have decided to concentrate higher education within the further education system by forming from some 60 leading colleges of technology, commerce, and art, 30 major institutions of a national character, to be known as "polytechnics".

5.4 Courses of higher education range from those immediately above GCE Advanced level or Ordinary National Certificate to those leading to university first and higher degrees and to professional qualifications of degree level. Courses at other levels prepare operatives, apprentices and other intending craftsmen for the examinations of the City and Guilds of London Institute and the regional examining unions, while courses for technicians lead either to Ordinary National Certificates and Diplomas, or to City and Guilds qualifications.

5.5 Many young workers (some 500,000 in 1965-66, of whom about half were under 18) are released by their employers for 1 day a week to attend courses at technical colleges. A large number of students on these day release courses are apprentices taking a course of education associated with their practical training in industry ; many of the courses include general studies, which embrace current affairs. Other students take courses consisting mainly of such studies. A growing number of young workers are freed by their employers to undertake short periods of full-time study (block release). The number of students on all forms of release courses is expected to increase through the work of the industrial training boards.

5.6 Art colleges

5.61 There are over 150 art colleges providing full-time and part-time courses. A number of these colleges provide 3-year full-time advanced level courses starting at age 18, leading to the award of the Diploma in Art and Design which is a qualification broadly equivalent in standard to a university first degree.

5.62 In addition, there is a wide variety of 2-year or 3-year vocational courses which can be entered directly after leaving school at age 16 or later. There is no system of national certification of these courses but the individual colleges may award their own certificates and there are also some regional schemes of certification.

5.63 The National Advisory Council on Art Education advises the Secretary of State on matters relating to art education in further education.

5.7 Financial support of students

5.71 Education at institutions of further education is not free, but the fees are generally low. Where fees are charged they are often nominal for young people, under 18, but many local education authorities do not charge fees until the student reaches the age of 18 and some not until he is 19. Students are expected to buy their own books.

5.72 Local education authorities are obliged to make awards at uniform rates covering the cost of maintenance and tuition, subject to parents' and the students' income, to virtually all qualified students admitted to university first degree or designated comparable courses. Where other courses of further education are concerned, each local education authority is free to formulate its own award-making policy, but there is a wide margin of uniformity in the rates and conditions of these discretionary awards.

6 TEACHER TRAINING

6.1 Apart from university graduates, most teachers in primary and secondary schools qualify by studying at a college of education. All the colleges in a given area are members of an "area training organisation" (normally based on a university institute or school of education) which is responsible for integrating the facilities in its area for the training of teachers and for overseeing the academic content of college courses. It is also responsible for the examination of students and for recommending those successful to the Department for approval as "qualified teachers". In the area training organisations, the university and its department of education, the colleges of education, and local education authorities and teachers in the area are represented.

6.2 There are over 160 colleges of education in England and Wales. About two thirds of them are provided by local education authorities, the remainder by voluntary organisations usually connected with a religious denomination. The voluntary colleges receive from the Department grants which cover the whole of their running costs and up to four fifths of their approved capital expenditure. A large-scale expansion of colleges of education has more than trebled their student population in the space of ten years—from under 30,000 in 1958 to over 95,000 in 1968.

6.3 Most colleges admit both men and women students, but some are for men or women only. Most colleges are residential, but they also take day students and there are a number of wholly day colleges catering mainly for students, often married or older than average, who cannot easily live away from home.

6.4 Students must be at least 18 years of age and must normally have obtained at least five passes at Ordinary level of the General Certificate of Education. (A Grade 1 pass in the Certificate of Secondary Education counts as the equivalent of an Ordinary level pass in the General Certificate of Education). They must also be in good health and be physically fit for teaching. Students who are British subjects normally resident in England or Wales may receive financial help to cover the cost of tuition, board and lodging, travelling and other personal expenses in accordance with their own or their parents' means. There is no upper age limit for entry.

6.5 Most college of education students follow a 3-year full-time course but in specially approved cases, by virtue of their previous education and experience, older students may be allowed to follow a shortened course of two years or, very exceptionally, one year. There are opportunities for suitable college students to obtain a B.Ed. degree, together with a professional training, by means of a 4-year course.

6.6 The college course combines professional training for teaching with the personal higher education of the student. For the latter, colleges offer a range of subjects from which students choose one or two for study in depth as "main subjects" in the course. On the professional side, from a broadly conceived common base, the courses are slanted towards the teaching of children in particular age-ranges.

6.7 At the present time, university graduates may become qualified teachers without further special training. They will, however, be required to undergo a course of professional training from 1972 onwards. Many, however, already pursue on a voluntary basis a 1-year post-graduate course of professional training. These courses are held in university departments of education and in certain colleges of education. British subjects normally resident in England or Wales may obtain grants towards the cost of this training.

7 OTHER FORMS OF FORMAL EDUCATION

7.1 Adult Education

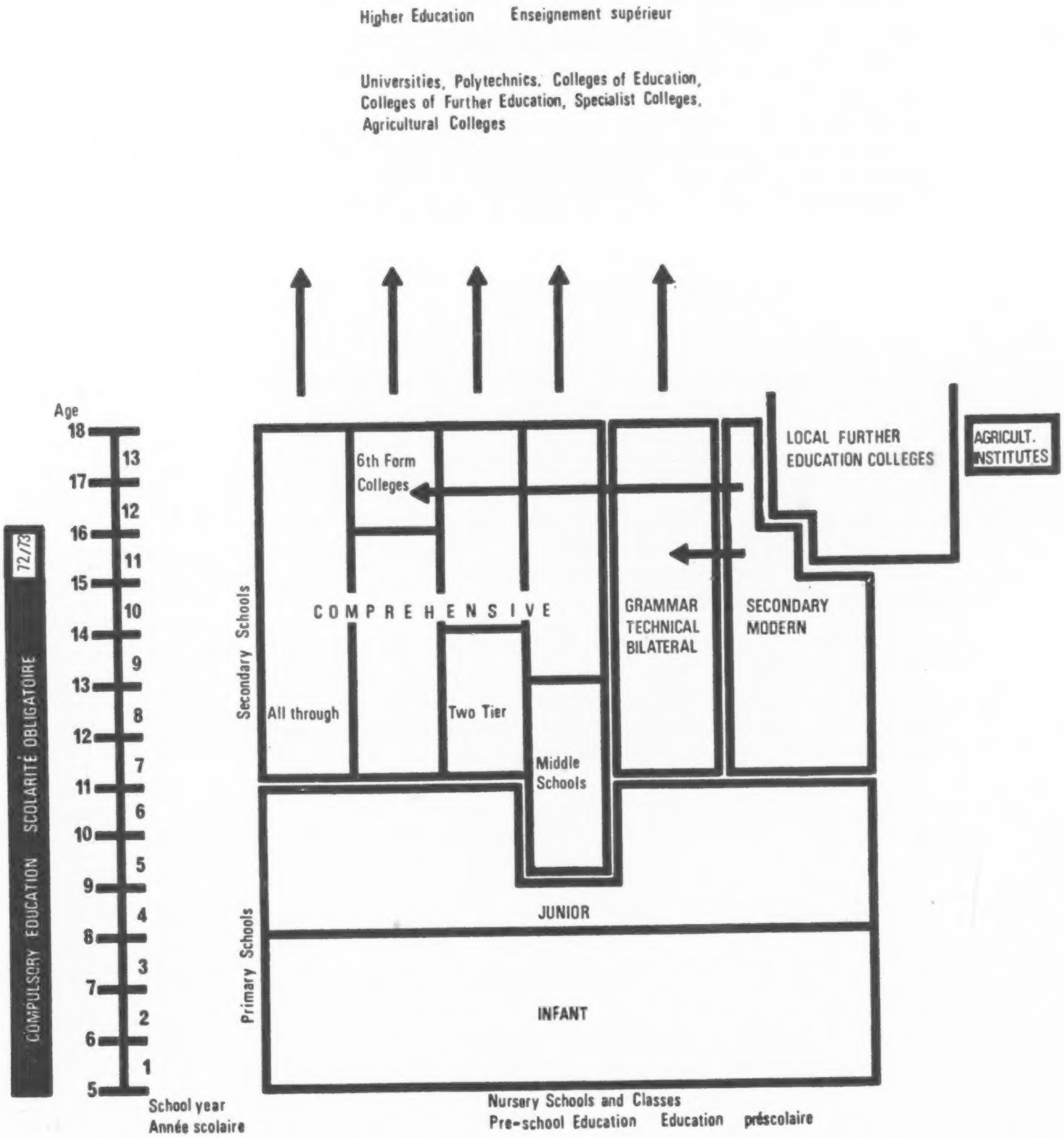
The term "adult education" is commonly restricted to courses for the non-vocational education of persons over 18 years of age. The statutory responsibility for ensuring adequate facilities rests upon the local education authorities whose provision is made through classes held in evening institutes and some adult centres which also provide classes in the day-time. Classes are also provided by the extra-mural departments of most of the universities and by the districts of the Workers' Educational Association with the aid of grants from the Department of Education and Science. Adult classes are not provided free of charge but they are subsidised to varying extents.

7.2 The local education authorities maintain or assist some 30 colleges which provide short residential courses in liberal subjects for adults and there are also a small number of independent residential colleges of adult education, supported by grants from the Department of Education and Science, providing courses in liberal studies lasting for not less than one year.

(1968)

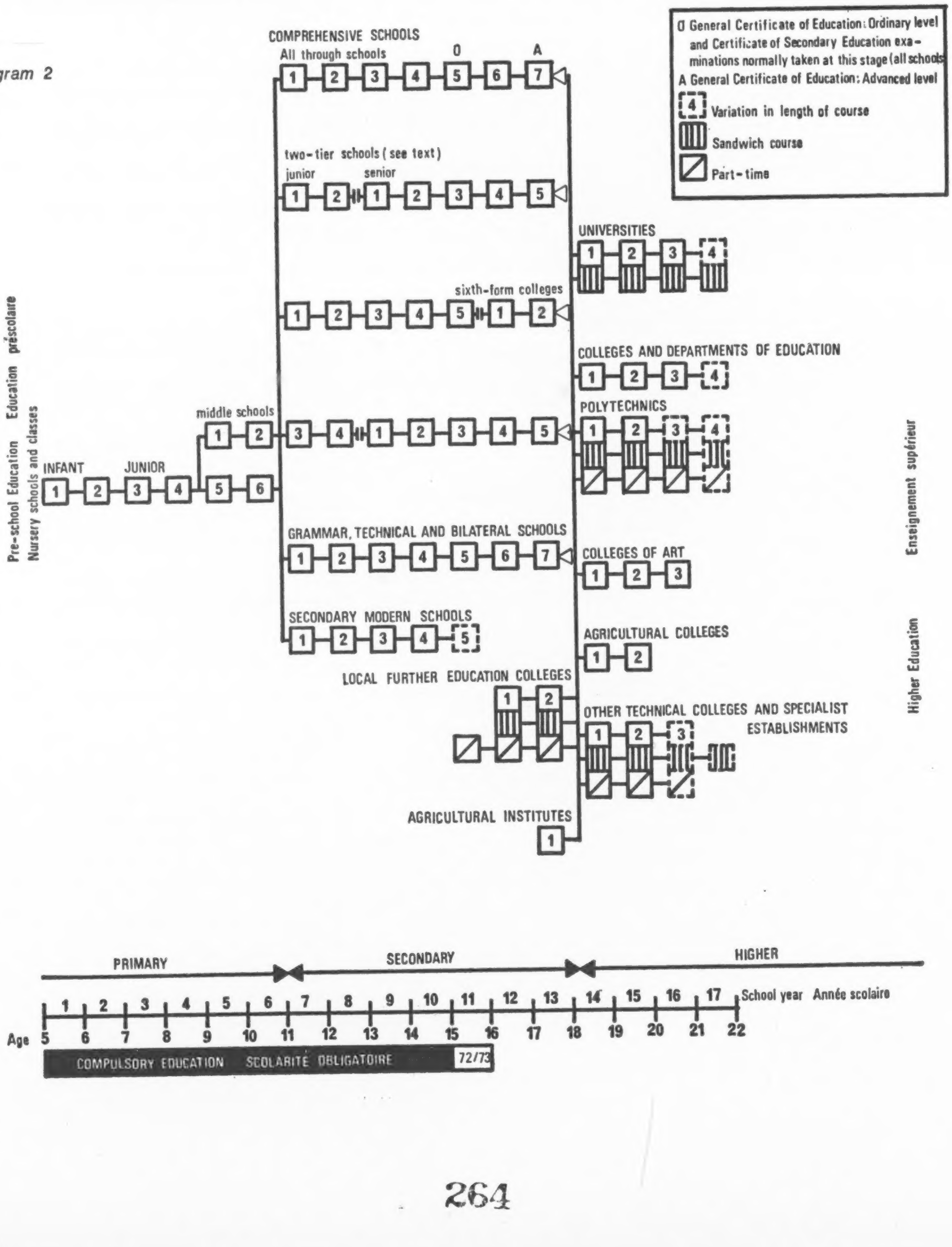
England and Wales
Angleterre et Pays de Galles

Diagram 1


Higher Education
Enseignement supérieur
Universities, Polytechnics, Colleges of Education, Colleges of Further Education, Specialist Colleges, Agricultural Colleges
Age
18
17
16
15
14
13
12
11
10
9
8
7
6
5
13
12
11
10
9
8
7
6
5
4
3
2
1
School year
Année scolaire
COMPULSORY EDUCATION
SCOLARITÉ OBLIGATOIRE
72/73
Secondary Schools
Primary Schools
6th Form Colleges
COMPREHENSIVE
All through
Two Tier
Middle Schools
GRAMMAR
TECHNICAL
BILATERAL
SECONDARY MODERN
LOCAL FURTHER EDUCATION COLLEGES
AGRICULT. INSTITUTES
JUNIOR
INFANT
Nursery Schools and Classes
Pre-school Education
Education préscolaire

England and Wales
Angleterre et Pays de Galles

Diagram 2


COMPREHENSIVE SCHOOLS
All through schools
O
A
two-tier schools (see text)
junior
senior
sixth-form colleges
middle schools
INFANT
JUNIOR
GRAMMAR, TECHNICAL AND BILATERAL SCHOOLS
SECONDARY MODERN SCHOOLS
LOCAL FURTHER EDUCATION COLLEGES
AGRICULTURAL INSTITUTES
UNIVERSITIES
COLLEGES AND DEPARTMENTS OF EDUCATION
POLYTECHNICS
COLLEGES OF ART
AGRICULTURAL COLLEGES
OTHER TECHNICAL COLLEGES AND SPECIALIST ESTABLISHMENTS
O General Certificate of Education: Ordinary level and Certificate of Secondary Education examinations normally taken at this stage (all schools)
A General Certificate of Education: Advanced level
Variation in length of course
Sandwich course
Part-time
Pre-school Education Education préscolaire
Nursery schools and classes
Higher Education
Enseignement supérieur
PRIMARY
SECONDARY
HIGHER
School year Année scolaire
Age
COMPULSORY EDUCATION SCOLARITE OBLIGATOIRE
72/73

Explanatory list of terms	*Index*
A. CLASSIFIED LIST	A. INDEX METHODIQUE
Pre-primary education (3)	Enseignement pré scolaire
Nursery schools (3)	Ecoles maternelles
General education (4)	Enseignement général
Infant schools (4.1) 1 2	Ecoles élémentaires du premier cycle
Junior schools (4.1) 1 4	Ecoles élémentaires du deuxième cycle
Secondary modern schools (4.2) [g(G)v V] II-III 4	Ecoles d'enseignement général court
Secondary grammar schools (4.2) G II-III 7	Ecoles d'enseignement général long
Secondary technical schools (4.2) v V II-III 4	Ecoles d'enseignement technique du second degré
Bilateral and multilateral schools (4.2) [gGvV] II-III 7	Ecoles secondaires groupant deux ou trois types d'enseignement général
Comprehensive schools (4.2) [gGvV] II-III 7	Ecoles secondaires groupant tous les types d'enseignement général
Middle schools (4.2) 1 4	Etablissements accueillant des élèves de 8 à 12 et de 9 à 13 ans)
Sixth-form colleges (4.2) G III 2	Ecoles secondaires pour les classes terminales
Independent schools (4.4) g G I-II	Ecoles privées indépendantes
Direct grant grammar schools (4.4) G I-II 7	Ecoles d'enseignement général long recevant une subvention directe du Département
Special schools (4.5) [gv] I-III 6 *(primary)*; 5 or 7 *(secondary)*	Ecoles spéciales (pour les enfants handicapés)
General Certificate of Education (GCE) (4.71)	Certificat général d'éducation
Ordinary level 'O' (4.71)	Grade ordinaire
Advanced level 'A' (4.71)	Grade supérieur
Certificate of Secondary Education (CSE) (4.72)	Certificat d'études secondaires
Further education (5)	Enseignement complémentaire
Technical and vocational education (5.1)	Enseignement professionnel et technique
Technical colleges (5.2) vIII-IV	Collèges techniques
Polytechnics (5.3) V IV-VI	Collèges polytechniques supérieurs
Ordinary National Certificates and Diplomas (5.4)	Certificats et diplômes nationaux ordinaires
Colleges of Art (5.6) III-IV	Instituts des beaux-arts
Colleges of Education (6.1) IV	Ecoles normales

B. ALPHABETICAL LIST

Adult education (7.1)
Bilateral and multilateral school (4.2)
Certificate of Secondary Education (CSE) (4.72)
College of Art (5.6)
College of Education (6.1)
Comprehensive school (4.2)
Direct grant grammar school (4.4)
Further education (5)
General Certificate of Education (GCE) (4.71)
General education (4)
Independent school (4.4)
Infant school (4.1)
Junior school (4.1)
Middle school (4.2)
Nursery school (3)
Ordinary National Certificate (5.4)
Ordinary National Diploma (5.4)
Polytechnic (5.3)
Pre-primary education (3)
Secondary grammar school (4.2)
Secondary modern school (4.2)
Secondary technical school (4.2)
Sixth-form college (4.2)
Special school (4.5)
Technical and vocational education (5.1)
Technical college (5.2)

UNITED KINGDOM

SCOTLAND

Description of school system

1 GENERAL PRINCIPLES OF EDUCATION

1.1 The educational system is governed by the Education (Scotland) Act 1962, which provides for the compulsory education of children between the ages of 5 and 15 ; the upper limit is to be raised to 16 in 1972-73.

1.2 The Act of 1962 places on the parent of every child of school age the duty of providing him with suitable education. The parent may fulfil his duty by sending the child to a publicly maintained school or to a private school, or by other means, for example by arranging tuition at home.

1.3 Education free of charge in a publicly maintained school must be provided for every child whose parents want it. The course each pupil takes must be suited to his age, abilities and aptitudes.

1.4 Separate schools for particular religious denominations are provided where there is sufficient demand. Religious instruction is given in all schools but parents have the right to withdraw their children from it.

2 ADMINISTRATION

2.1 Education in Scotland (except university education) is under the general control of the Secretary of State for Scotland, who is a member of the British Government. Education generally is the concern of the Scottish Education Department, but the Department of Agriculture and Fisheries for Scotland administers the colleges of agriculture and the Scottish Home and Health Department supervises the school health service.

2.2 The Secretary of the Scottish Education Department is assisted by an administrative staff and by Her Majesty's Inspectors of Schools (Scotland).

2.3 The Scottish Education Department does not itself provide schools or colleges. The Act of 1962 places on certain local authorities—the councils of the cities of Aberdeen, Dundee, Edinburgh and Glasgow and the councils of the 31 counties into which the remainder of Scotland is divided—the duty of securing the adequate provision of all forms of primary, secondary and further education. (These councils are locally elected, and for this purpose are known as education authorities, but they have other, non-educational functions.) The education authorities carry out their duty by providing publicly maintained schools and further education colleges, but in deciding what to provide they must take into account private schools and colleges.

2.4 There are two types of private schools. Grant-aided schools are conducted by bodies of managers who receive grants direct from the Scottish Education Department. The managers are required to pay the same salary rates to teachers and to observe other conditions as for publicly maintained schools. About 5 % of pupils under 18 years of age attend the 47 grant-aided schools : 29 schools are mainly secondary although most have primary departments ; other schools include special schools (for handicapped children). Independent schools are conducted by the proprietors without any aid from public funds. Between 2 and 3 % of pupils under 18 years of age receive their education in independent schools and colleges, and almost all the institutions for higher education (universities, colleges of education and central institutions) are independently managed.

3 PRE-PRIMARY EDUCATION

Education authorities have a duty to provide, for children aged 3 and under 5, education in nursey schools and classes where sufficient children, whose parents desire such education for them, could be enrolled to form a school or class of a reasonable size. Essential developments, however, in other fields of education have prevented the expansion of nursery school provision. All nursery schools aim at providing for the young child an environment where he may actively pursue the natural interests appropriate to his age, and where the healthy growth of his body, mind and spirit may be fostered.

4 PRIMARY AND SECONDARY EDUCATION

4.1 Primary education covers seven years, from the age of 5 to 12. Normally the maximum number of pupils in a class is restricted to 45. While the Schools (Scotland) Code 1956 prescribed the broad general lines of the curriculum, the responsibility for framing the schemes of work in each school rests with the education authority in consultation with the head teacher. Head teachers and teachers are given freedom and encouragement to think out the type of education which is best suited to the needs of their pupils and the environment in which their particular school is situated.

4.11 Curricular changes of great significance have been taking place even since the 1956 Code. The skills involved in reading, writing and arithmetic, and in the use and understanding of spoken and written English remain basic elements of the primary school course but increased importance is attached to the practical application of these skills in realistic contexts. Arithmetic is regarded as only one aspect of the many mathematical activities in which the pupil should be involved. In music, creative work is being given a more important place. Art and craft activities embrace both handwork and needlework from an early stage for both boys and girls, and have moved in their emphasis from imitation to self-expression. Natural and physical science are replacing the traditional nature study and now provide opportunities for the pupils to explore the scientific aspects of their environment through observation and experiment. The scope of physical education has been extended to include a much freer use of movement as a means of expression and personal development. History and geography take their place along with science, less as subjects in their own right than as aspects of environmental studies, through which the pupils can investigate and understand the past and the world around them. Dramatic activities are increasingly recognised as playing an important part in the personal and social development of the pupils. The teaching of a foreign language has been recently introduced in many schools.

4.2 Secondary education : Pupils normally transfer from primary to secondary schools at about the age of 12. When secondary education is fully reorganised on comprehensive lines, there will be no pre-selection of pupils for particular secondary courses. Until such time as this reorganisation has been completed, selection procedures will be retained in some areas. Selection will be based mainly on primary school teachers' assessments and verbal reasoning tests, but the abilities and interests of pupils and the wishes of their parents will also be taken into account.

4.21 The secondary course lasts from 3 to 6 years. Broadly, there are three types of courses :

(*a*) five-year and six-year courses leading to the Scottish Certificate of Education Examination on the higher grade ;

(*b*) four-year courses leading to the Scottish Certificate of Education Examination on the ordinary grade ;

(*c*) three-year (and occasionally four-year) courses not leading to the Scottish Certificate of Education Examination, but providing a general education.

4.22 It is increasingly common for secondary schools to provide all these types of courses, so that all the pupils in an area go to the same school. In some areas, however, certificate and non-certificate courses are found in separate schools. In others the pupils all commence their secondary course together, but pupils aiming at certificate presentation are transferred to another school after the second, third or fourth year.

4.23 As the policy of reorganisation along comprehensive lines is more widely implemented these arrangements are being progressively modified. The first two years of the secondary course will normally be a period of orientation during which pupils will be able to explore a variety of subjects to find out where their particular aptitudes, interests and abilities lie. As the pupils reveal their potentialities they will be guided gradually towards particular courses most suited to them.

4.24 The content of any particular course is decided by the education authority in consultation with the teachers. In the first two years courses usually include English, history, geography, mathematics (at least in the form of arithmetic), science, art, music and physical education together with technical subjects for boys and home economics for girls. An increasing number of pupils are embarking on a foreign language during these years. Other pupils sometimes add an extra subject, most usually a second language. At the end of the second year a decision is taken whether pupils will aim at presentation in one or more subjects in the Scottish Certificate of Education Examinations or will complete a course of general education not leading to certificate presentation. It is becoming increasingly common with the latter to attempt to make their courses more interesting and relevant by the introduction of a vocational element. So far as pupils aiming mainly at certificate presentation are concerned, some choice of subjects has to be made at this stage but the general aim has been and still is to maintain a balanced curriculum throughout the course.

4.25 The Scottish Certificate of Education Examination is conducted by the Scottish Certificate of Education Examination Board. There are two grades in the examination—Ordinary and Higher. The Ordinary grade is generally taken at age 16 and the Higher grade one year later at 17. In 1968 the Board introduced a Certificate of Sixth-Year Studies which is designed to give direction and purpose to sixth-year work by encouraging pupils who have completed their main subjects at Higher grade to engage in the study in depth of a particular subject or subjects. The Scottish Certificate of Education Examination is open to candidates in further education colleges and to external students.

4.3 Further education may commence whenever the pupil leaves school- i.e. at present from age 15, and includes both part-time courses and full-time courses. In Scotland the term "higher education" is used to denote further education for persons who have attained a standard equivalent to the Higher grade of the Scottish Certificate of Education in a group of subjects. For pupils who leave school without the passes required for entry to higher education, a wide variety of further education courses is available, according to their ability and the type of employment they have entered or intend to enter. These include full-time "pre-vocational" courses consisting of vocational and general education for those leaving school at 15, and both full-time and part-time courses to enable the students to sit for subjects in the Scottish Certificate of Education Examination. There are also many courses (mainly part-time) of a vocational character, for some of which there is an entrance requirement expressed in terms of Ordinary grade passes in the Scottish Certificate of Education Examination ; students who pursue these courses successfully may later continue in courses of higher education.

5 TECHNICAL AND VOCATIONAL EDUCATION (Stage IV)

5.1 The more advanced courses, most of them full-time, are provided in 13 central institutions, which include technical, commercial and art colleges and colleges of domestic science. These colleges are mostly situated in the four cities and serve not only the city but also the surrounding region. They are managed by governing bodies, which are independent of the statutory education authorities, representing the educational, business and/or professional interests concerned. Grant is paid by the Scottish Education Department.

6 TEACHER TRAINING

6.1 Only teachers who are registered or conditionally registered with the General Teaching Council for Scotland, are eligible for permanent appointments in primary and secondary schools and entitled to payment on prescribed national scales. Teachers are entitled to register with the Council if they hold a Teaching Qualification (Primary Education), a Teaching Qualification (Secondary Education), or a Teaching Qualification (Further Education) awarded by a college of education. Teachers trained outside Scotland may apply to the Council for exceptional admission to the Registrar.

6.2 A conditionally registered teacher is one whose qualifications fall short of the requirements for full registration but who is regarded by the Council as capable of giving useful service in the schools while remedying his deficiencies. Conditional registration will be for a limited period, normally not exceeding six months, and during this period the candidate's qualifications and experience will be reviewed by the Council which will decide on the further education and training that the candidate should be required to undertake in order to secure full registration. A candidate who is unable to satisfy these requirements within the period prescribed by the Council will have his conditional registration withdrawn.

6.3 There are ten colleges of education in Scotland, all managed by governing bodies which include representatives of the education authorities, the universities, the churches and the teaching profession. Their maintenance and capital expenditure is met from the Exchequer. A major programme of expansion, including the replacement of two colleges, is being undertaken.

The main courses provided in the colleges are :

(*a*) 1-year post-graduate courses leading to the Teaching Qualification (Primary Education) ;

(*b*) 3-year courses, open to non-graduates, leading to the Teaching Qualification (Primary Education) ;

(*c*) 1-year postgraduate or post-diploma courses leading to the Teaching Qualification (Secondary Education) and qualifying the holder to teach one or more subjects in a secondary school ;

(*d*) 3-year courses of practical and professional training leading to the Teaching Qualification (Secondary Education) in physical education ;

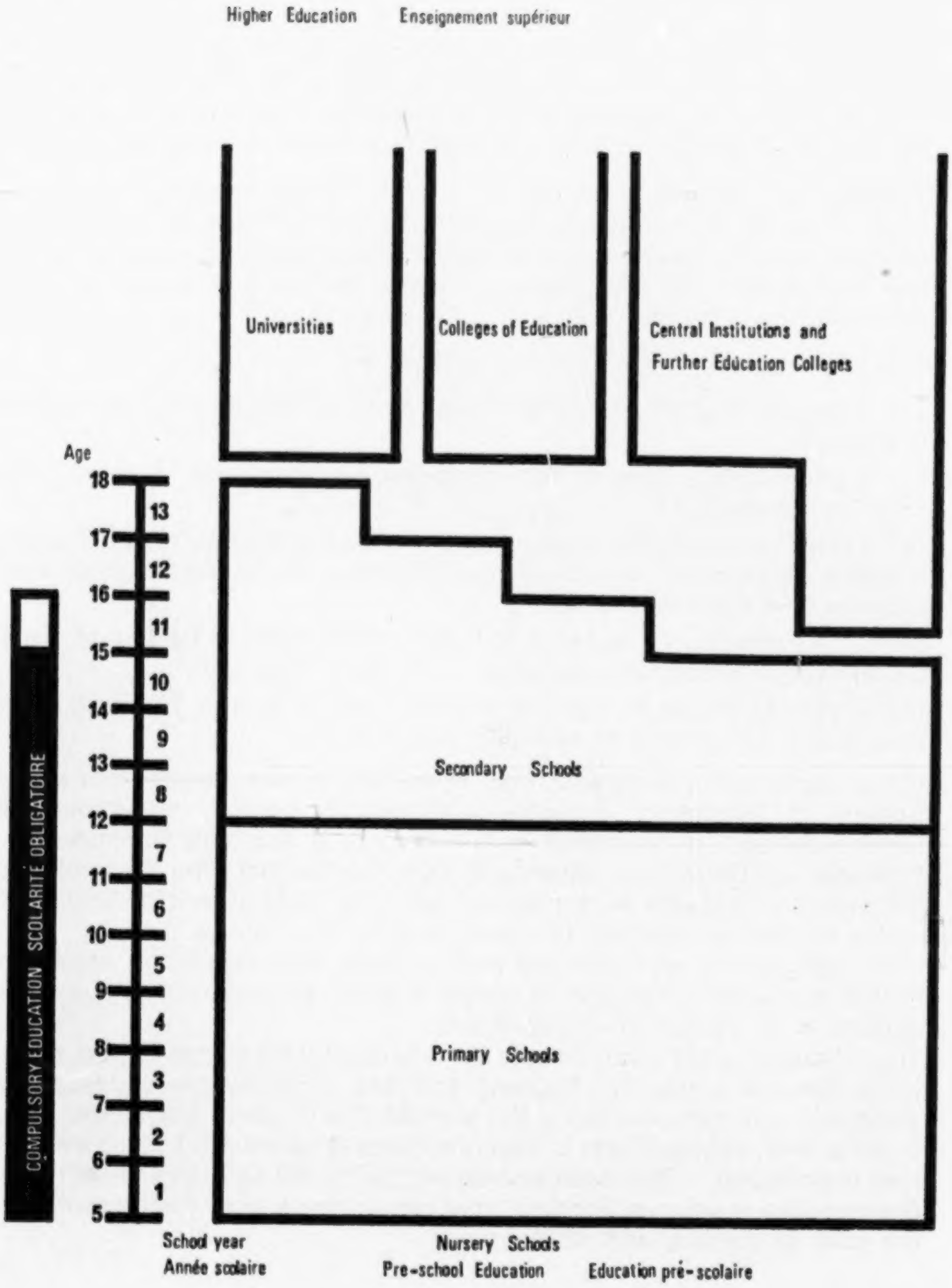
(*e*) 2-year or 3-year concurrent courses leading to the Teaching Qualification (Secondary Education) in technical subjects ;

(*f*) a combined pre-service and in-service course centralised at Jordanhill College of Education, Glasgow, for persons holding appropriate technical, commercial etc. qualifications and leading to a Teaching Qualification (Further Education). The course consists of two months' full-time study at the College followed by one year of supervised teaching employment in further education and a further two months' full-time study at the College.
It is open only to teachers who hold or have been offered an appointment in a further education centre and there is a Central Register to help suitably qualified applicants to obtain an appointment.
The minimum entry requirements for non-graduates under 23 are normally two Higher passes (including English) and four Ordinary grade passes (including arithmetic and mathematics) in the Scottish Certificate of Education. A reduction in these entry requirements is made for those who are aged 23 or over when they start their course. They must also be in good health and physically fit for teaching. British subjects living in Scotland may obtain grants from the Department towards the cost of training and maintenance.

(1968)

Scotland
Ecosse

Diagram 1


Higher Education
Enseignement supérieur
Universities
Colleges of Education
Central Institutions and Further Education Colleges
Age
18
17
16
15
14
13
12
11
10
9
8
7
6
5
13
12
11
10
9
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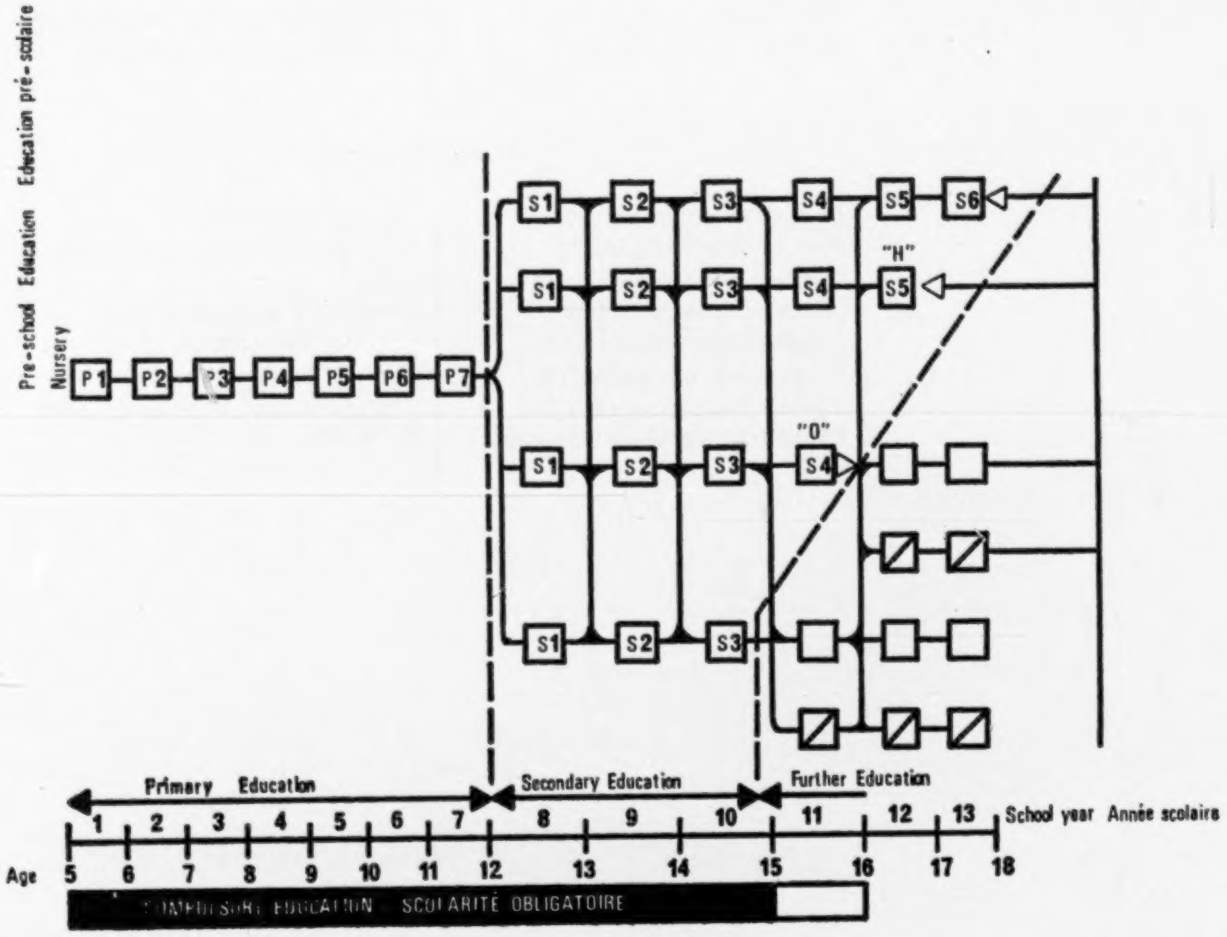
4
3
2
1
COMPULSORY EDUCATION SCOLARITE OBLIGATOIRE
Secondary Schools
Primary Schools
School year
Année scolaire
Nursery Schools
Pre-school Education
Education pré-scolaire

Scotland
Ecosse

Diagram 2

"H" Higher Grade, Scottish certificate of Education

"O" Ordinary Grade, Scottish certificate of Education


Pre-school Education Education pré-scolaire
Nursery
P1
P2
P3
P4
P5
P6
P7
S1
S2
S3
S4
S5
S6
"H"
"O"
Higher Education Enseignement supérieur
Primary Education
Secondary Education
Further Education
1 2 3 4 5 6 7 8 9 10 11 12 13
School year Année scolaire
Age
5 6 7 8 9 10 11 12 13 14 15 16 17 18
COMPULSORY EDUCATION SCOLARITÉ OBLIGATOIRE

Explanatory list of terms	*Index*
A. CLASSIFIED LIST	A. INDEX METHODIQUE
School age (1.1)	L'âge scolaire
Education authority (2.3)	Autorité scolaire (locale)
Publicly maintained schools (2.3)	Ecoles publiques
Grant-aided schools (2.4)	Ecoles subventionnées
Independent schools (2.4)	Ecoles privées indépendantes
Pre-primary education (3)	Enseignement préscolaire
Primary education (4.1) I 7	Enseignement primaire
Secondary education (4.2) G I II 3 to 6	Enseignement secondaire (ou du second degré)
Scottish Certificate of Education (4.25)	Certificat écossais d'Education
Further education (4.3)	Enseignment « postscolaire » ou complémentaire
Higher ducation (4.3)	Enseignement supérieur
Technical and vocational education (5)	Enseignement technique et professionnel
Teacher registration (6.1)	Enregistrement des enseignants
Teacher training (6.3)	Formation des enseignants

B. ALPHABETICAL LIST

Education anthority (2.3)
Further education (4.3)
Grant-aided schools (2.4)
Higher education (4.3)
Independent schools (2.4)
Pre-primary education (3)
Primary education (4.1)
Publicity maintained schools (2.3)
School age (1.1)
Scottish Certificate of Education (4.25)
Secondary education (4.2)
Teacher registration (6.1)
Teacher training (6.3)
Technical and Vocational education (5)

UNITED KINGDOM
NORTHERN IRELAND

Description of school system

1 GENERAL PRINCIPLES OF EDUCATION

The Education Act of 1947 as amended by subsequent Acts and Statutory Rules and Orders made from time to time governs public education in Northern Ireland The statutory system prescribes three progressive stages known as primary education, secondary education and further education, and the parents or legal guardians of children of compulsory school age (between 5 and 15 years) must ensure that the children receive efficient full-time education suitable to their ages, abilities and aptitudes, either by regular attendance at school or otherwise.

This system of education is provided in grant-aided schools and all but a comparatively small number of children (less than 1 %) attend such schools. Education in primary, special, secondary and technical (intermediate) schools is free and the cost of education in secondary grammar schools is substantially offset by scholarships awarded by local education authorities ; scholarships are held by about 85 % of grammar school pupils. Grant-aided schools, providing primary or secondary education and managed by local education authorities, are known as county schools ; those not under such management are known as voluntary schools.

2 ADMINISTRATION

Public education in Northern Ireland, other than university education, is administered centrally by the Ministry of Education and locally by eight local education authorities who are responsible for securing that efficient education throughout the three stages of the system shall be available to meet the needs of the population. The Ministry of Education is responsible for the co-ordination of the overall provision and for the determination of policy. Its activities include the review of planning by the local education authorities in regard to the provision of schools and the approval of individual projects initiated by those bodies or by voluntary agencies ; the determination of standards and the supervision of design and construction of school premises ; the regulations relating to the staffing of schools and the recognition and remuneration of teachers ; the giving of guidance in matters of curriculum and teaching method and the supervision of ancillary services such as school meals and milk, school transport and the award of scholarships. The Ministry also has responsibility for the training of teachers, the maintenance and development of the youth services, the teachers' superannuation scheme and the youth employment service.

The Ministry is assisted by an Advisory Council for Education, a statutory body constituted under the terms of the Education Act of 1947, to advise upon matters connected with educational policy and practice and upon any questions referred to it by the Ministry. It is also advised in regard to particular aspects of its activities by the Youth and Sports Council for Northern Ireland which is also a statutory body, and by various standing committees among which are the Northern Ireland Teachers' Salaries Committee, the Northern Ireland Council for Educational Research and the Northern Ireland Unesco Committee.

The eight local education authorities, which are the councils of each of the six counties and of the two county boroughs, are responsible for the local administration of the education services and exercise their functions through education committees.

3 PRE-PRIMARY EDUCATION

There are a small number of nursery schools which cater for children between the ages of 2 and 5 years, and nursery departments are also operated in some primary schools.

4 PRIMARY AND SECONDARY EDUCATION

4.1 Primary education

The majority of children receive their early education in primary schools although a small proportion attend the preparatory departments of grammar schools.

4.2 Secondary education

Secondary education begins when the child reaches the age of about 11 years and on reaching this age children proceed either to a secondary (intermediate) technical (intermediate) or a secondary grammar school. The system is not a rigid one, however, and provides for subsequent transfer between the different types of secondary schools.

4.3 Secondary (intermediate) schools

In these schools pupils follow a curriculum suited to their aptitudes and abilities and the schools are supplied with modern equipment which makes possible the teaching of a wide variety of subjects. For the majority of the pupils 4-year courses designed to suit the requirements of the neighbourhood in which the school is situated are provided. For the first two years these courses are general, with perhaps one third of the teaching time devoted to practical subjects and the remainder to mathematics, science, English and general subjects. In the following two years the courses are given something of a "bias" in accordance with the special interests of the pupils, with up to one third of the teaching time being devoted to the distinctive subjects of the course. Typical "biased" courses are those having a bias towards rural science or handicraft for boys and commerce or housecraft for girls. An increasing number of these pupils remain in attendance after they have reached leaving age (15 years) in order to pursue further courses of study, many of them in order to take certain external examinations. It is becoming increasingly common, also, for these schools to provide for the most able pupils 4-year courses (exceptionally, 3-year) leading to external examinations of an academic type ; at the conclusion of these courses pupils may transfer to another type of school or may continue their education in the secondary (intermediate) school. Some schools are now working on the basis of a 5-year course to the General Certificate of Education at Ordinary level for these pupils ; and in a few selected schools work at Advanced level is being undertaken.

4.4 Technical (intermediate) schools

These are provided in some institutions of further education and are generally known as junior technical schools. In the curriculum emphasis is placed on those subjects needed by pupils who wish to enter industry and attain technician status. Entry is at 11 + and is selective. Many pupils continue in attendance for five years to take General Certificate of Education at Ordinary level, and some further extend their period of full-time studies to attempt subjects at Advanced level. It is intended that recruitment to these schools should eventually cease and some, if not all, of their work be transferred to secondary (intermediate) schools. Some institutions have already ceased recruitment, and in the others where it continues there is a numerical, as well as a qualitative, control on entry.

4.5 Secondary (grammar) schools

Grammar schools provide an academic type of secondary education for those pupils who have been awarded scholarships by the local education authority, and also for other pupils. As tuition fees are charged by all grammar schools, the latter pupils have to pay full fees. The grammar school course is normally of seven years' duration, the pupils taking the Northern Ireland General Certificate of Education at Ordinary level at the end of the fifth year, and at Advanced level at the end of the course.

5 TECHNICAL AND VOCATIONAL EDUCATION (further education) (Stage IV)

5.1 Full-time and part-time further education courses are provided in institutions of further education. All such institutions are under the control of local education authorities and students are required to pay fees. The local education authority also has power to exempt students under 18 years of age from payment of fees provided they are in full-time attendance.

5.2 There are 31 institutions in operation and facilities are widely spread. Advanced courses, however, tend to be concentrated in Belfast and to a large extent the Belfast Colleges of Technology, of Commerce and of Art and the Garnerville College of Domestic Science meet the needs of the whole of Northern Ireland at this level. In the remaining colleges the major provision for full-time students consists of courses in which general education is continued and, at the same time, preparation made for entry into industrial apprenticeships, commercial work, catering etc. For part-time students courses of the Royal Society of Arts of the City and Guilds of London Institute are commonly provided. Courses for national certificates and/or diplomas are also widely available.

6 TEACHER TRAINING

There are three general colleges of education for teachers operating in Northern Ireland : Stranmillis College, St. Mary's College of Education and St. Joseph's

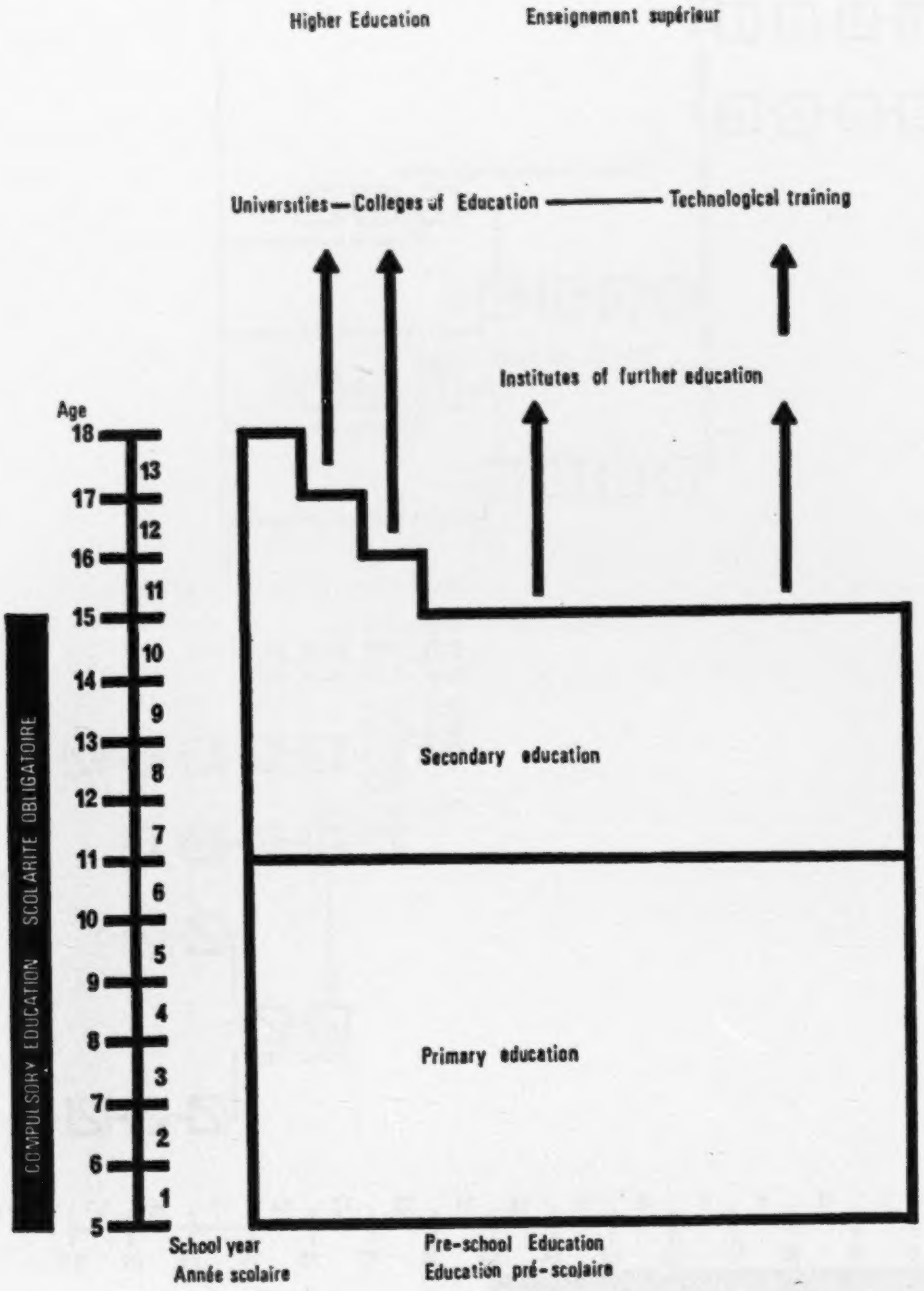
College of Education, all in Belfast. Stranmillis College is an undenominational college for both men and women and is administered by a board of governors on behalf of the Ministry of Education. St. Mary's and St. Joseph's Colleges of Education provide for women and men students respectively and are under Roman Catholic voluntary management. All these colleges provide primary and secondary courses of teacher training and arrangements were made for the introduction in the session 1967-68 of a new course leading to the award of the B.Ed. degree. In addition to the ordinary course of training there is a combined college of education and university course lasting four years and there are also 1-year courses for graduates and serving teachers. The colleges of education are financed by grants from the Ministry of Education and the students receive assistance from the Ministry by way of scholarships. The Ministry also organises refresher courses for serving teachers.

Three other teacher training colleges are in operation. Two are conducted by the Belfast Education Committee for the training of teachers of art and domestic science ; the third administered directly by the Ministry of Education, provides a 3-year course for women teachers of physical education.

(1968)

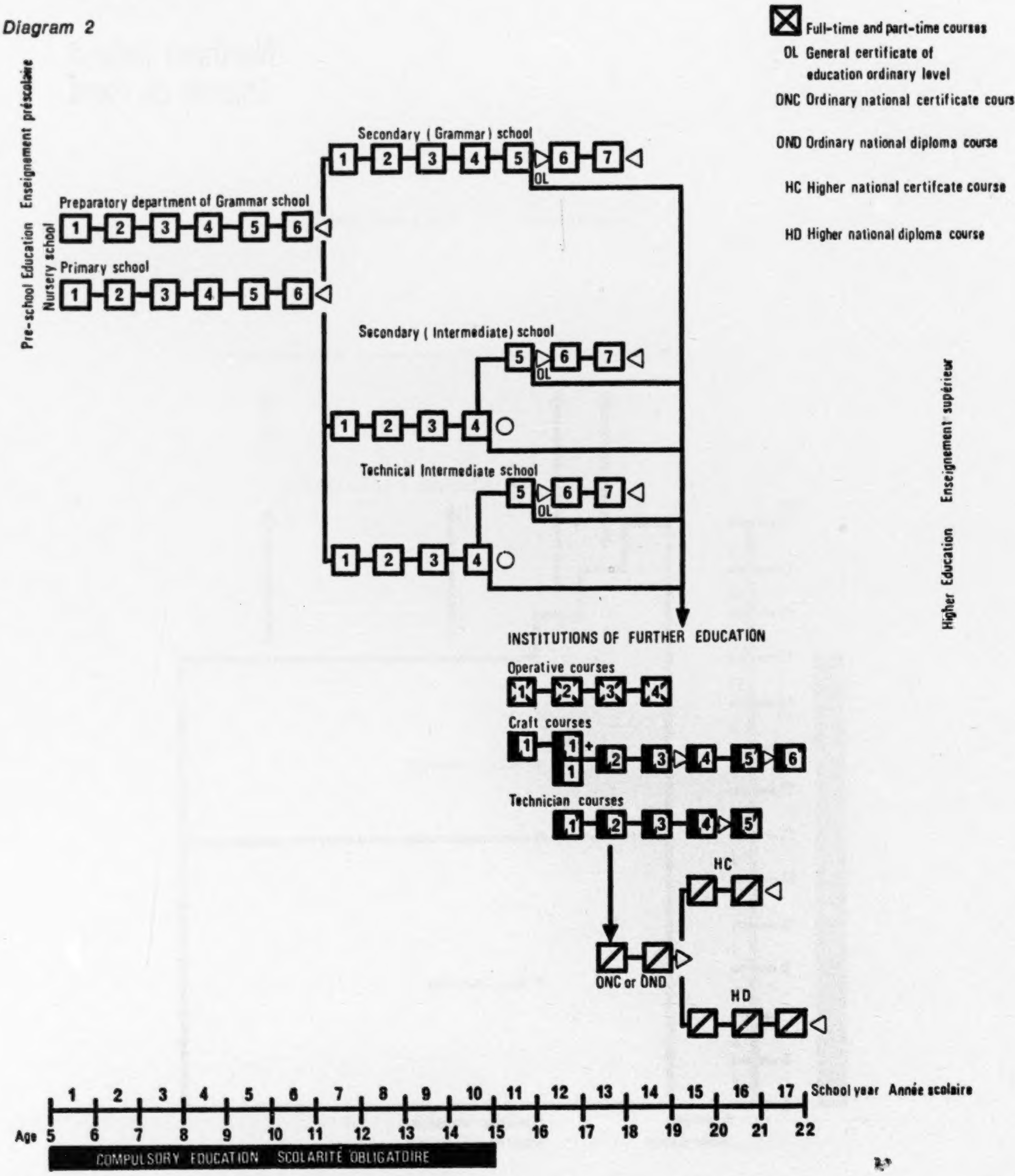
Northern Ireland
Irlande du Nord

Diagram 1


Higher Education
Enseignement supérieur
Universities — Colleges of Education — Technological training
Institutes of further education
Age
18
17
16
15
14
13
12
11
10
9
8
7
6
5
13
12
11
10
9
8
7
6
5
4
3
2
1
COMPULSORY EDUCATION SCOLARITE OBLIGATOIRE
Secondary education
Primary education
School year
Année scolaire
Pre-school Education
Education pré-scolaire

Northern Ireland
Irlande du Nord

Diagram 2


Full-time and part-time courses
OL General certificate of education ordinary level
ONC Ordinary national certificate course
OND Ordinary national diploma course
HC Higher national certifcate course
HD Higher national diploma course
Pre-school Education Enseignement préscolaire
Nursery school
Preparatory department of Grammar school
Primary school
Secondary (Grammar) school
Secondary (Intermediate) school
Technical Intermediate school
OL
INSTITUTIONS OF FURTHER EDUCATION
Operative courses
Craft courses
Technician courses
HC
ONC or OND
HD
Higher Education Enseignement supérieur
School year Année scolaire
Age
COMPULSORY EDUCATION SCOLARITÉ OBLIGATOIRE

Explanatory list of terms	*Index*
A. Classified list	A. Index methodique
School age (1)	Age scolaire
Nursery school (3)	Ecole maternelle
Primary school (4.1) 1-6	Ecole primaire
Preparatory department of secondary grammar school (4.1) 1-6	Section préparatoire de la *grammar school* (lycée)
Secondary (intermediate) school (4.3) [gv] II 4	Ecole secondaire moyenne
Technical (intermediate) school (4.4) [vg] II 4	Ecole technique moyenne
Secondary grammar school (4.5) G 7	Lycée
Institutions of further education (5) V	Etablissements d'enseignement postscolaire ou complémentaire
Teacher training (6) G 3	Formation des maîtres

B. Alphabetical list

Education authority (2)
Further education (5)
Higher education (7)
Nursery school (3)
Preparatory department of secondary grammar school (4.1)
Primary school (4.1)
School age (1)
Secondary education (4.2)
Secondary grammar school (4.5)
Secondary (intermèdiate) school (4.3)
Teacher training (6)
Technical (intermediate) school (4.4)

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